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ABSTRACT

This document describes the vocational education and training system in Portugal, beginning in chapter 1 with the administrative, demographic, and economic background in which the training system exists. Chapter 2 provides a brief historical review of the development of the training systems; arrangements for initial training; and arrangements for continuing training, teacher training, and adult training. Chapter 3 indicates where responsibilities for administering the system are located, including the influence of the social partners, and presents information on the financing system. Chapter 4 provides an indication of present trends and developments, including how far the system has been, or would be, influenced by European Community considerations, such as the following: creation of the single European market, mutual recognition of qualifications, the intervention of the Structural Funds, and the Community's education and training programs. Appendixes contain 23 references and the following: list of acronyms and abbreviated titles; major organizations involved in providing or regulating vocational training; and glossary. (YLB)

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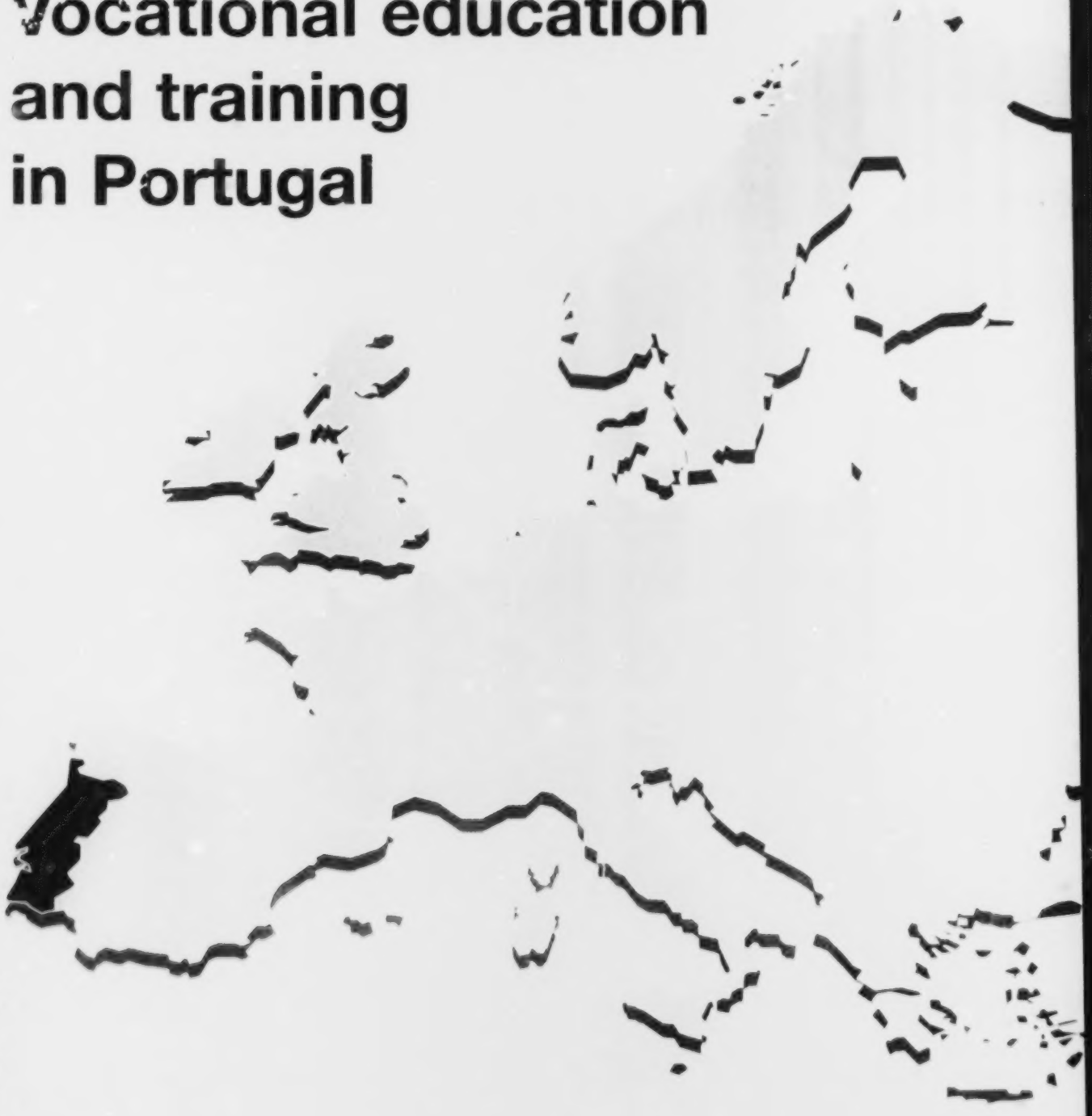

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CEDEFOP

Vocational education and training in Portugal

This monograph has been prepared by:

E. Marçal Grilo
Aseurop

on behalf of
CEDEFOP — European Centre for the Development of Vocational Training

Project coordinators: J. Michael Adams — CEDEFOP
F. Alan Clarke — CEDEFOP

under the responsibility of: Corrado Politi — Deputy Director — CEDEFOP

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CEDEFOP INTRODUCTION

IS THERE A SYSTEM?

Is there such a thing as a vocational training system? Strictly speaking the answer is 'no', in that a system assumes a clear set of objectives and a logical and coherent framework for policy-making and execution to achieve them. In reality, vocational training, sandwiched between the education system and the demands of the labour-market, caught between the different and varying social, economic, and political priorities of political parties and the social partners, and in the conflicts between different ministries and public powers, located at national regional, and local level, does not in any of the Community Member States demonstrate the characteristics of a system.

Nevertheless, this volume and the 11 similar volumes on the other Member States constitute a third generation of CEDEFOP monographs on the training systems in the Member States. In preparing it, much has been learnt from the procedures used for and the reaction to, the earlier monographs and guide to the vocational training systems, published in 1983.

CONTENT OF THE REPORTS

The present monographs have been prepared by one organization or individual in each of the Member States, following a detailed specification by CEDEFOP of the contents required. These specifications were discussed and agreed at a meeting in Berlin in May 1991.

The basic structure was designed to incorporate:

(a) a presentation of the administrative, demographic, and economic background in which the training system exists;
(b) a brief historical review of the development of the training systems;
(c) a presentation of the arrangements for initial training;
(d) a presentation of the arrangements for continuing training;
(e) an indication of where responsibilities for administering the system are located, including the influence of the social partners;
(f) information on the financing system;
(g) an indication of present trends and developments, where authors were asked, in particular, to indicate how far the system has been, or would be, influenced by Community considerations such as the creation of the single European market, mutual recognition of qualifications, the intervention of the Structural Funds, and the Community's education and training programmes.

THE PROCESS OF PREPARATION

Authors were asked to send a copy of their draft report for comment to the members of CEDEFOP's Management Board in their country, and organizations with a major role in the training system. They were requested to incorporate the views expressed to the maximum extent possible. Whereas in general authors were asked to be descriptive and analytical, they were encouraged in the last section (g) above to express their own views.

Initial draft monographs on each of the Member States were delivered to CEDEFOP in the period between September 1991 and March 1992. As experience had led us to expect, the documents received varied considerably in their approach, content, and presentation. Between January and October 1992 CEDEFOP had a series of intensive meetings with each of the authors, in order to ensure that certain elements were added to the reports and that they respected specific rules with relation to presentation. A novel and very beneficial feature of these meetings was participation in many cases by the translators responsible for translating the volume concerned.

Following these meetings the authors revised their report on the basis of what was said during the meeting, took account of comments received, and included references to recent developments in their country.

USE OF DIAGRAMS

It had been hoped that a large number of diagrams could be developed which would be common to all the monographs, and could then be used to simplify comparision between the Member States by the reader. These could later become the basis of additional publications, such as a guide to the training systems or particular aspects of them. However, we found that while it is relatively easy to obtain and present statistical information on the population, the employment market, and the economy, it remains difficult not only to obtain hard and comparable data on many aspects of the education and training systems of all 12 Member States, but also to present the information in a useful diagrammatic form.

WHO ARE THE USERS?

A question which came up repeatedly in the preparation of the monographs was: what is our primary user group? Our belief is that these monographs will be useful to wide range of people active in vocational training, including policy-makers, practitioners, and researchers, but also to those seeking training in another country, and needing to know the framework in which it is provided. They are therefore, in particular geared towards the needs of those who participate, or wish to participate in any of the Community programmes involving partnerships, visits, etc. Hence the emphasis on having monographs which do not require reference to further documents.

LINKS WITH OTHER COMMUNITY ACTIVITIES

CEDEFOP has been anxious that this work should be seen in the context of other Community activities with relation to information on the education and training systems. CEDEFOP has been glad to participate in the joint publication with Eurydice on 'Structures of the education and initial training systems in the Member States of the European Community' available in English, French and German. The European Unit of Eurydice and CEDEFOP have also tried to ensure that the authors of the monographs on the training systems, and the Eurydice units providing information for the national dossiers on the education systems, should be in contact with each other. The European unit of Eurydice and CEDEFOP similarly are continuing their efforts to ensure that the products of this work should be available to a wide audience, and with this in mind are investigating possibilities of holding the information on a common automated system.

In a more general way, as indicated above, CEDEFOP considers these monographs should be useful in supporting other activities of the Community in the field of training, and through this the implementation of the new provisions, contained in Articles 126 and 127 of the Maastricht Treaty.

The publication of these monographs does not mark the end of the activity. Arrangements will be made for their updating and their republication as appropriate and as resources permit. CEDEFOP would be extremely pleased to have comments on their usefulness and proposals on how they could be improved, from anybody who has occasion to use them.

Corrado Politi
Deputy Director

J. Michael Adams

F. Alan Clarke

Berlin, November 1992

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AUTHOR'S PREFACE

The description of the vocational training system in Portugal prepared for CEDEFOP by Aseurop was undertaken by a team coordinated by myself and with the assistance of experts from different areas involved in vocational training activity. I wish to thank all those concerned, especially Dr Maria Cândida Soares and Dr Margarida Abecasis, Dr Artur da Mota and Dr Manuel Carmelo Rosa.

Preparation of the monograph involved:

(i) the systematic gathering of data from the various organizations which provide vocational training while ensuring, as CEDEFOP had stipulated, that the information was the latest available;

(ii) a study of the documentation obtained from the bodies responsible for the various sectors in order to identify recent developments in the educational and training system and the social and economic context;

(iii) meetings with those responsible for the different sectors involved in teaching and vocational training to permit a more detailed examination of the data and to confirm the trends observed;

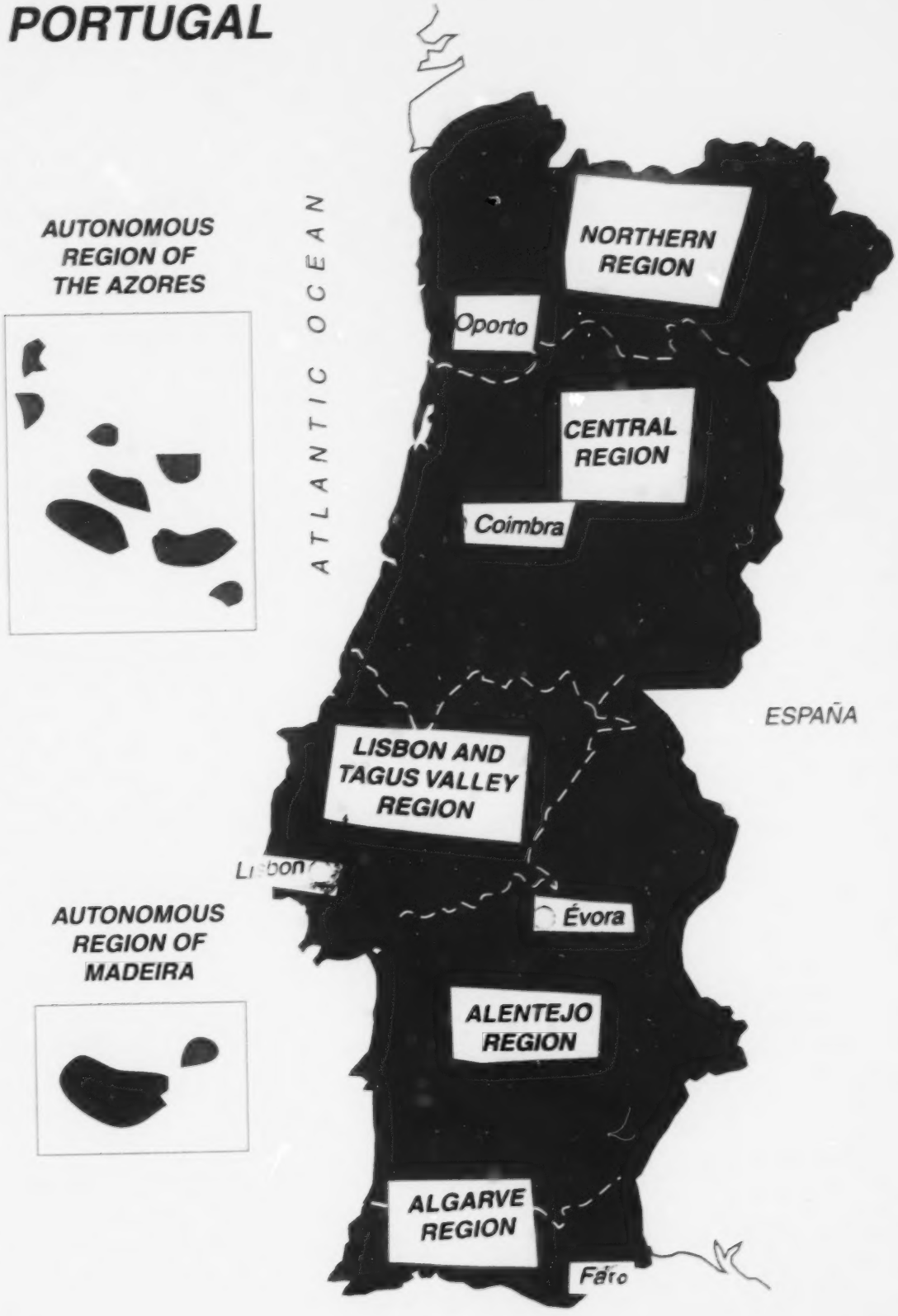
(iv) a seminar organized with representatives of the social partners and specialists in the field to examine and endorse the first version of the monograph in accordance with the agreed terms of reference;

(v) a meeting organized with the responsible officials of CEDEFOP to ensure that the structure of the report was compatible with those of the other Member States.

The final version of the monograph is the result of the conclusions of the seminar referred to in (iv), most of which were accepted, and of the amendments suggested by CEDEFOP experts.

E. Marçal Grilo
Lisbon, 30 November 1992

PORTUGAL


AUTONOMOUS REGION OF THE AZORES
ATLANTIC OCEAN
NORTHERN REGION
Oporto
CENTRAL REGION
Coimbra
ESPAÑA
LISBON AND TAGUS VALLEY REGION
Lisbon
Évora
AUTONOMOUS REGION OF MADEIRA
ALENTEJO REGION
ALGARVE REGION
Faro

1.1. Geography — Political system — Administrative structure

Geography

1.1.1
Portugal comprises an area at the extreme west of the European mainland and two island groups in the Atlantic — the Azores and Madeira.
It has a total area of 91 985 km², made up as follows:

Mainland Portugal	88 944 km²
The Azores	2 247 km²
Madeira	794 km²

Mainland Portugal's frontier with Spain is 1 215 km long (339 km in the north and 876 km in the east); it has an Atlantic coastline of 832 km (173 km to the south and 660 km to the west). The southern part of the country is mostly flat, while the north and central region are fairly mountainous. The highest mountain peak, in the Serra da Estrela, is 1 991 metres.

The autonomous region of the Azores covers nine islands (Santa Maria, São Miguel, Terceira, São Jorge, Graciosa, Faial, Pico, Flores and Corvo); the autonomous region of Madeira comprises the islands of Madeira and Porto Santo.

Political system and administrative structure

1.1.2
Under the Constitution, Portugal is a democratic republic based on the sovereignty of the people. The head of State is the President of the Republic, who is elected by direct universal suffrage. Legislative power is vested in the Assembly of the Republic, composed of deputies representing 22 constituencies elected by direct universal suffrage. The head of the government is the Prime Minister, who is chosen by a majority vote in the Assembly.

The general principles of political and economic organization, are set out in the 1976 Constitution of the Republic of Portugal, which was amended in 1982 and 1989.

Since 1976 the two autonomous regions have had governments and regional legislative assemblies with wide-ranging administrative and policy-making powers. The autonomous regions have training systems with structures and facilities managed by the respective regional bodies.

In accordance with the principles laid down in the Constitution, the education and vocational training systems of mainland Portugal have been witnessing a process of deconcentration and decentralization of the administrative structure and of the public bodies under the control of the Ministry of Education and the Ministry of Employment and Social Security. This has involved:

(i) the recent institutionalization of the four regional education directorates responsible for primary and secondary education;

(ii) the creation of GETAP, the Office for Technical Arts and Vocational Education, with head offices outside Lisbon, which has been responsible for setting up a large network of vocational training schools throughout the country (see paragraph 3.1.2 below);

(iii) the granting of considerable autonomy in matters of teaching, subject coverage, administration and finance, asset ownership and statutes to institutions of higher education (universities and polytechnics) whose numbers have been increasing;

(iv) the development of regional structures with extensive powers within the Institute of Employment and Vocational Training (IEFP), a body responsible for implementing vocational training policy that comes under the Ministry of Employment and Social Security (MESS);

(v) extension of the network of training centres dependent on other ministries, such as tourism (tourism training colleges) and industry (training centre of the Laboratory for Engineering and Industrial Technology).

The map of Portugal on page 6 shows the regions used for purposes of government planning. It will be seen that the regional structure of the Institute of Employment and Vocational Training coincides with these regions, as do the regional education directorates, with the exception of the southern region, which takes in Alentejo and the Algarve.

1.2. Population

General remarks

1.2.1
According to the National Statistics Institute, at the end of 1990 Portugal had a population of 10 305 000, of whom 9 808 000 were living on the mainland. The following table shows population, employment and unemployment figures for Portugal for the years 1985, 1989 and 1990. No figures are available for the autonomous regions.

Population, employment and unemployment (in thousands)

	1985	%	1989	%	1990	%
1. Total resident population	9 499		9 801		9 808	
2. Labour force	4 501		4 625		4 680	
3. Activity rate						
3.1. Total labour force		46.2		47.2		47.8
3.2. 15 to 64 age group		67.9		68.3		68.8
4. Total of those gainfully occupied	4 076		4 401		4 487	
4.1. In paid employment	2 747		3 114		3 212	
4.2. Fixed-term contracts		20.5		19.3		19.1
5. Unemployed	385		225		193	
5.1. Seeking first job	131		57		51	
5.2. Seeking new job	254		168		142	
6. Unemployment		8.6		4.9		4.1

Source: INE Employment Survey.

The population decreased by about 0.7% between 1960 and 1970, chiefly owing to emigration (860 000 persons emigrated during this period).

During the 1970s the population grew by an annual average of 0.8%, primarily as a result of people coming from the former colonies (Angola, Cape Verde, Guinea-Bissau, Mozambique and São Tomé and Principe) in 1974 and 1975, the total number of whom is estimated at over half a million.

The latest migratory trends indicate on the one hand a tendency for seasonal emigration to increase, especially to certain European countries, and on the other hand Portugal's sustained attraction for relatively unskilled workers from Portuguese-speaking African countries and for those with higher professional qualifications from Brazil.

The population of Portugal is notable for the predominance of people of working age. At present the natural increase in the population is still fairly fast by European standards — a trend likely to be sustained over the longer term even though the birth rate is gradually slowing down.

The table below shows the population of mainland Portugal broken down by age group.

Breakdown of 1990 population by age group (in thousands)

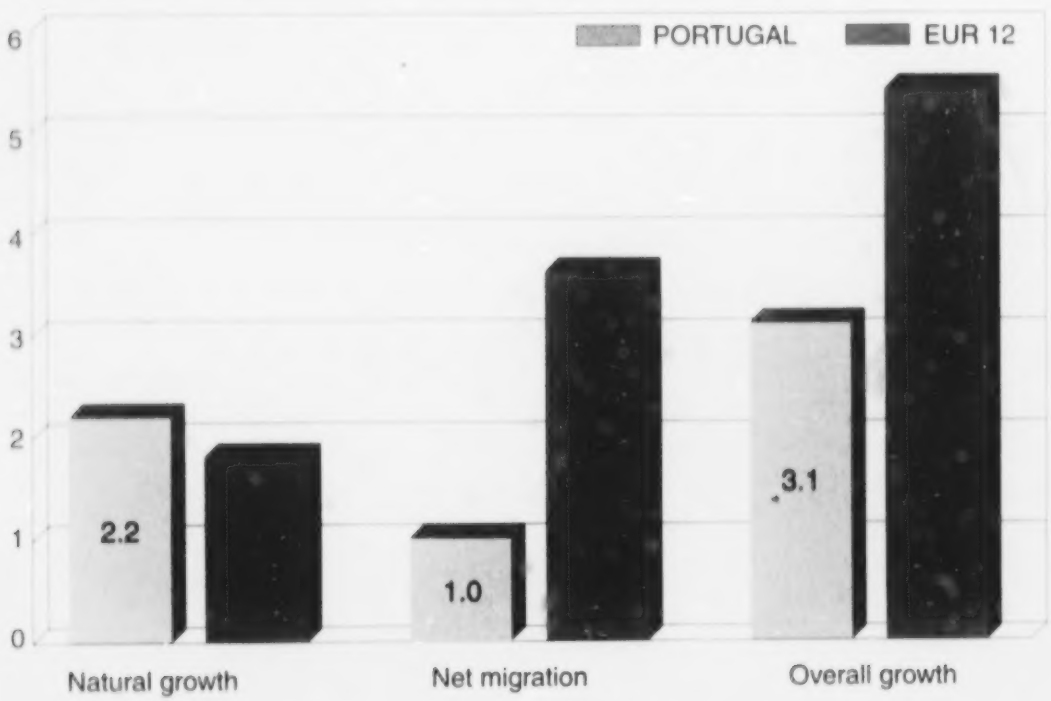
Age	Population	Age	Population
0 to 4	464.9	35 to 39	639.7
5 to 9	665.0	40 to 44	644.4
10 to 14	862.7	45 to 49	588.9
15 to 19	876.8	50 to 54	608.5
20 to 24	721.3	55 to 59	610.7
25 to 29	599.4	60 to 64	527.6
30 to 34	632.3	Over 65	1 366.6

Men = 48% of total population **Women = 52% of total population**

Source: INE Employment Survey.

The population aged between 1960 and 1990. This is reflected in the increase in the proportion of those over 50 (1960: 21.2%; 1990: 26.4%) and the decrease in the number in the 0 to 9 age group (1960: 19.8%; 1990: 12.5%).

Changes in the population in 1989 (per 1 000 inhabitants)



Source: EUROSTAT — *A social portrait of Europe*, 1991.

It will be seen that in Portugal the rate of natural population growth in 1989 was slightly above the European average, while total growth was lower, chiefly owing to the low net migration figure.

The table below shows that population density varies quite considerably from one region to another. The figures are very high in Lisbon, the Tagus Valley and in the North since these include the large urban conurbations of Lisbon and Oporto. The high densities in the two autonomous regions are also apparent.

Population density 1985 and 1989

	1985		1989	
Region	**Population (1 000)**	**Density (per km²)**	**Population (1 000)**	**Density (per km²)**
Northern	3 117.3	171	3 181.4	173
Central	2 390.2	87	2 388.6	87
Lisbon and Tagus Valley	3 322.3	228	3 397.6	233
Alentejo	498.5	21	482.0	20
Algarve	337.2	67	343.8	68
Azores	252.2	112	253.4	113
Madeira	267.4	337	274.0	346
Total	10 185.1	110	10 320.8	113

Source: INE — Centre for Population Studies.

Between 1985 and 1989 the population of Alentejo fell, whereas it remained unchanged in the central region. Other regions, especially Lisbon and Madeira, posted a rise.

The latest population projection studies[1] for the year 2000 are based on a number of assumptions for birth and mortality rates and for the levels of emigration and emigrant return.

The authors considered four of the scenarios tested as likely alternatives. The following table shows the results obtained for each set of hypotheses and compares them with the Portuguese population figure for 1980.

[1] 'Portugal: Ano 2000', J Manuel Nazareth and Maria Filomena Mendes; a study carried out for a project launched by the Calouste Gulbenkian Foundation.

Population projections for the year 2000

	1980	Scenario I	Scenario II	Scenario III	Scenario IV
Total population	9 833 014	9 065 046	8 843 598	9 827 349	9 737 932
Average annual growth		- 0.41%	- 0.53%	- 0.003%	- 0.05%
Young persons (0 to14 years)	2 508 673 (25.51%)	1 492 552 (16.46%)	1 433 775 (16.20%)	1 599 667 (16.28%)	1 660 416 (17.05%)
Adults (15 to 65 years)	6 198 883 (68.04%)	6 113 158 (67.44%)	5 965 711 (67.42%)	6 742 740 (68.61%)	6 603 532 (67.81%)
Old people (over 65)	1 125 458 (11.45%)	1 459 336 (16.10%)	1 449 112 (16.38%)	1 484 942 (15.11%)	1 473 984 (15.14%)

Hypotheses:

Scenario I: Fall in birth and mortality rates, high level of emigration and return (20 000 returning and 80 000 emigrating per year)

Scenario II: Fall in birth and mortality rates, high level of emigration with moderate returns (10 000 returning and 80 000 emigrating per year)

Scenario III: Fall in birth and mortality rates, moderate level of emigration and high level of returns (20 000 returning and 40 000 emigrating per year)

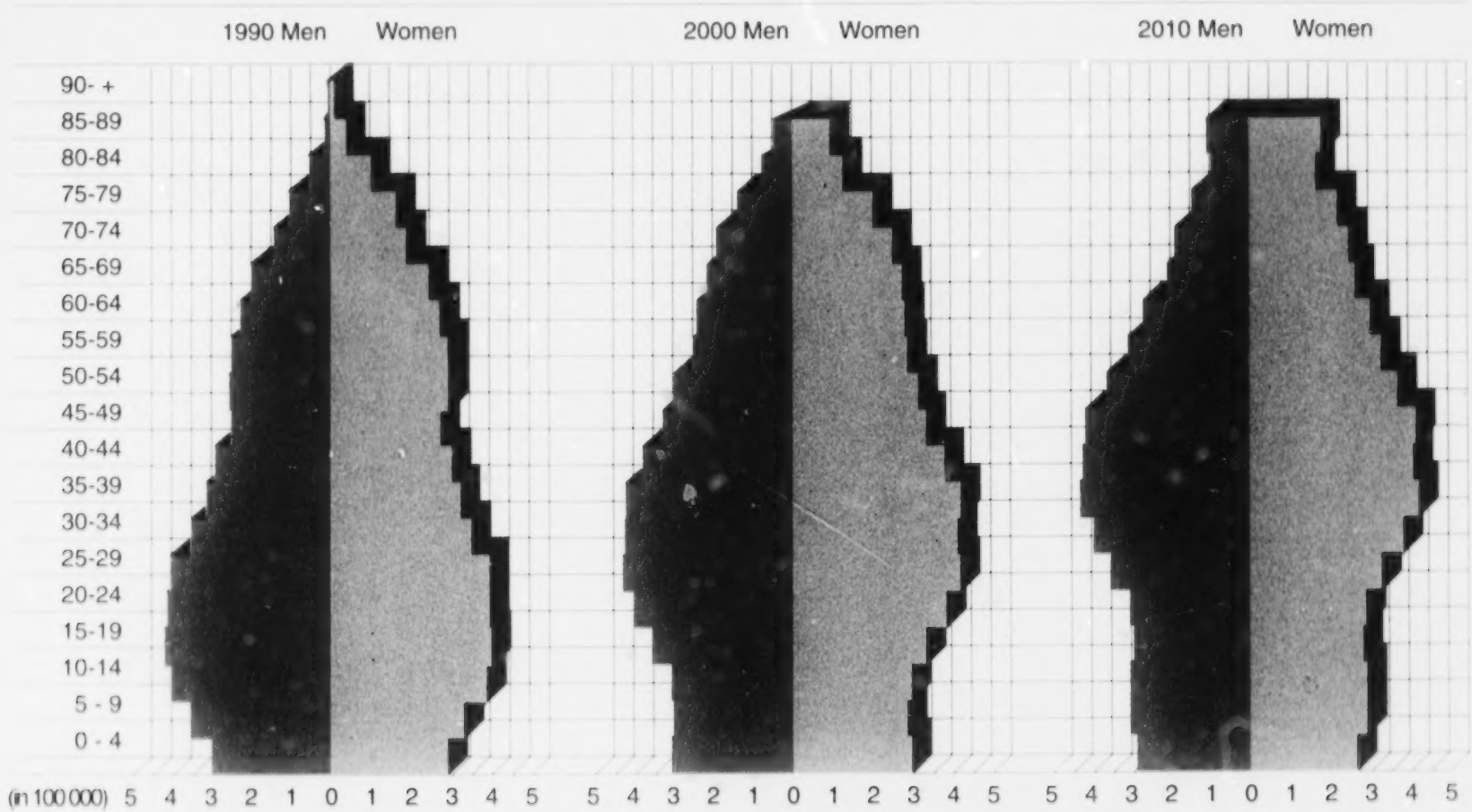
Scenario IV: Fall in birth and mortality rates, moderate level of emigration and returns (10 000 returning and 40 000 emigrating per year)

In all these scenarios the number of emigrants exceeds that of returns.

The following Eurostat population projections show that the population is ageing rapidly since there is a higher proportion of people over 60 and a sharp fall in the numbers of under-20s.

Age structure (Portugal)

Estimated at 1 January 1990 — Projections for 2000 and 2010



Source: Eurostat — Demographic statistics, 1992.

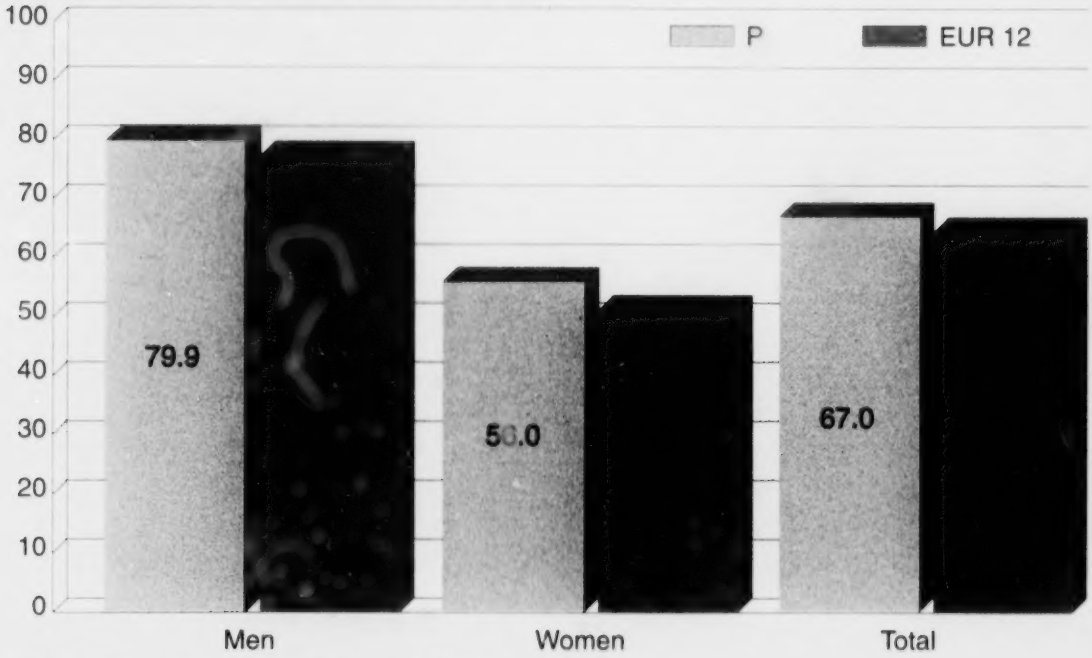
Working population, employment and unemployment*

1.2.2

Working population

Recent years have seen an increase in the number of the working population and its proportion of the total population, largely due to a rise in the number of women in paid employment. However, the proportion of young people has been falling, due to demographic changes and the tendency to remain in education longer.

Activity rate for people aged between 14 and 64 in 1988 (in %)



Source: Eurostat — *A social portrait of Europe, 1991.*

This shows the activity rate in Portugal to be significantly higher than the European average, especially in the case of women.

Employment

Employment has increased over the last five years (1987–91), although the rate of increase was slower in 1991. Of the 479 800 jobs created during this period, 310 600 were taken by women, illustrating not only women's penetration of the employment market but also the increase in the proportion of women in gainful employment.

In recent years there have been changes in the structure of employment in terms of sector of activity. Since 1989 there has been a marked increase in the number employed in the tertiary sector, while agriculture has lost ground and the secondary sector has remained more or less unchanged.

* This subsection includes excerpts from the IEFP 'Activities programme for 1993'.

During this period there has been no clear trend in the number employed in agriculture. Although there was a slight decrease, it was fairly slow, especially when compared with what has been happening in the other countries of the European Community. At the end of 1991 a significant number of Portuguese workers (17.4% of the total figure) were still employed in agriculture.

The secondary sector has, in recent years, witnessed a drop in the number of those employed, mainly in the textile, chemical and non-metallic mineral industries and civil engineering. Some 90 000 jobs were lost in these four areas in 1991. The secondary sector employs 32.9% of the working population.

The tertiary sector has seen an increase in its proportion of the working population, which by the end of 1991 had reached 49.7%. The most significant increases were in commerce, banking, insurance, real estate dealing and education.

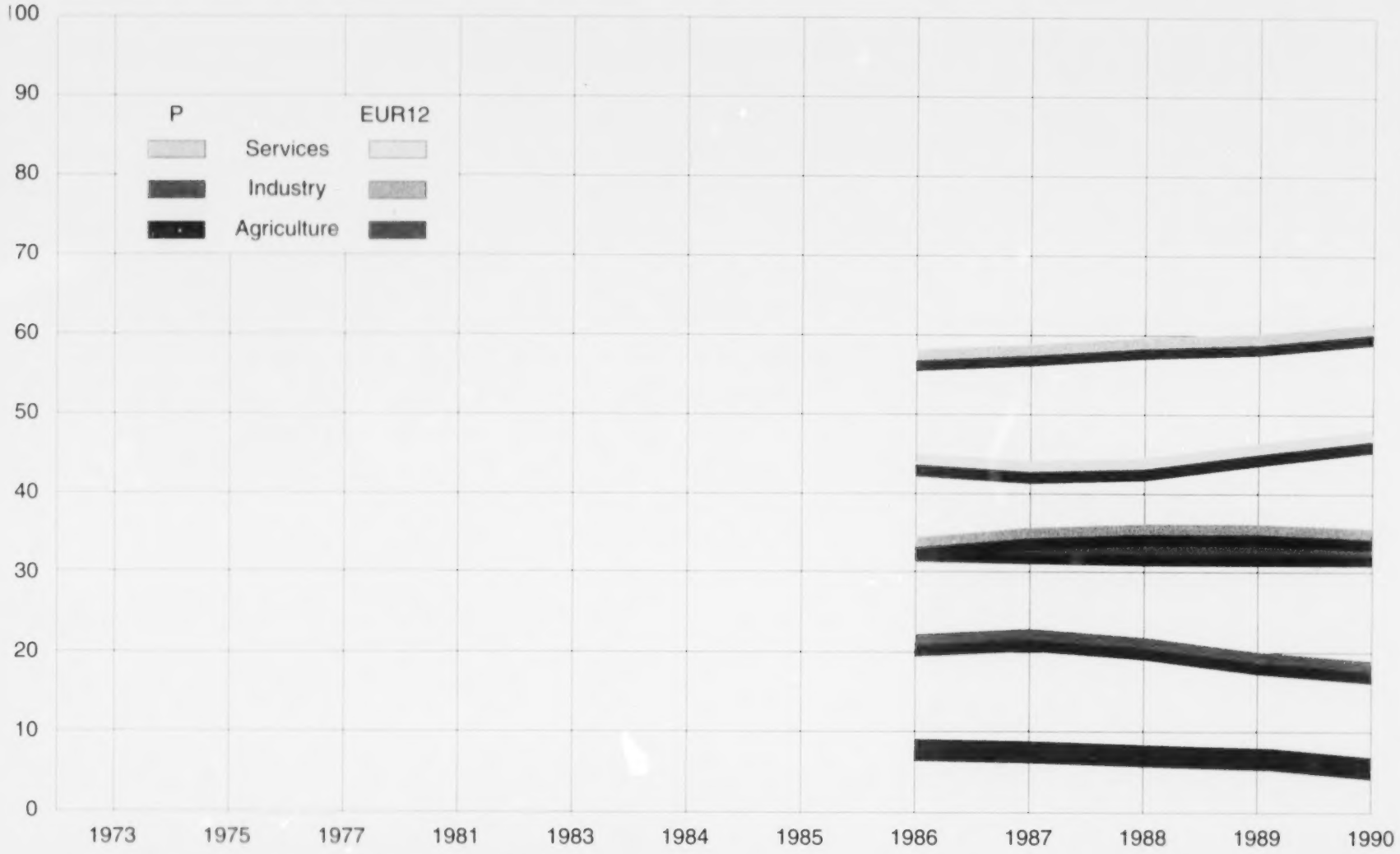
As the graphics on the following pages show, in Portugal the proportion of the working population employed in the primary sector is still very high compared with other Member States, while that for the secondary sector is close to the average. In the services sector the proportion employed is still much lower than in other EC countries.

There has been an increase in the number of self-employed, both in one-man enterprises and those employing labour. The number of employees, which had previously been on the increase, dropped slightly in 1991. However, job stability was greater because of the increase in the number of permanent contracts, while that of temporary contracts fell.

The quality of the labour force (see diagrams pp. 18 and 19) remains a cause for concern. Workers with six years' schooling or less account for 74% and only 4% of all workers have benefited from secondary or higher education. This reflects in a lack of qualifications and the small proportion of highly qualified people available for management.

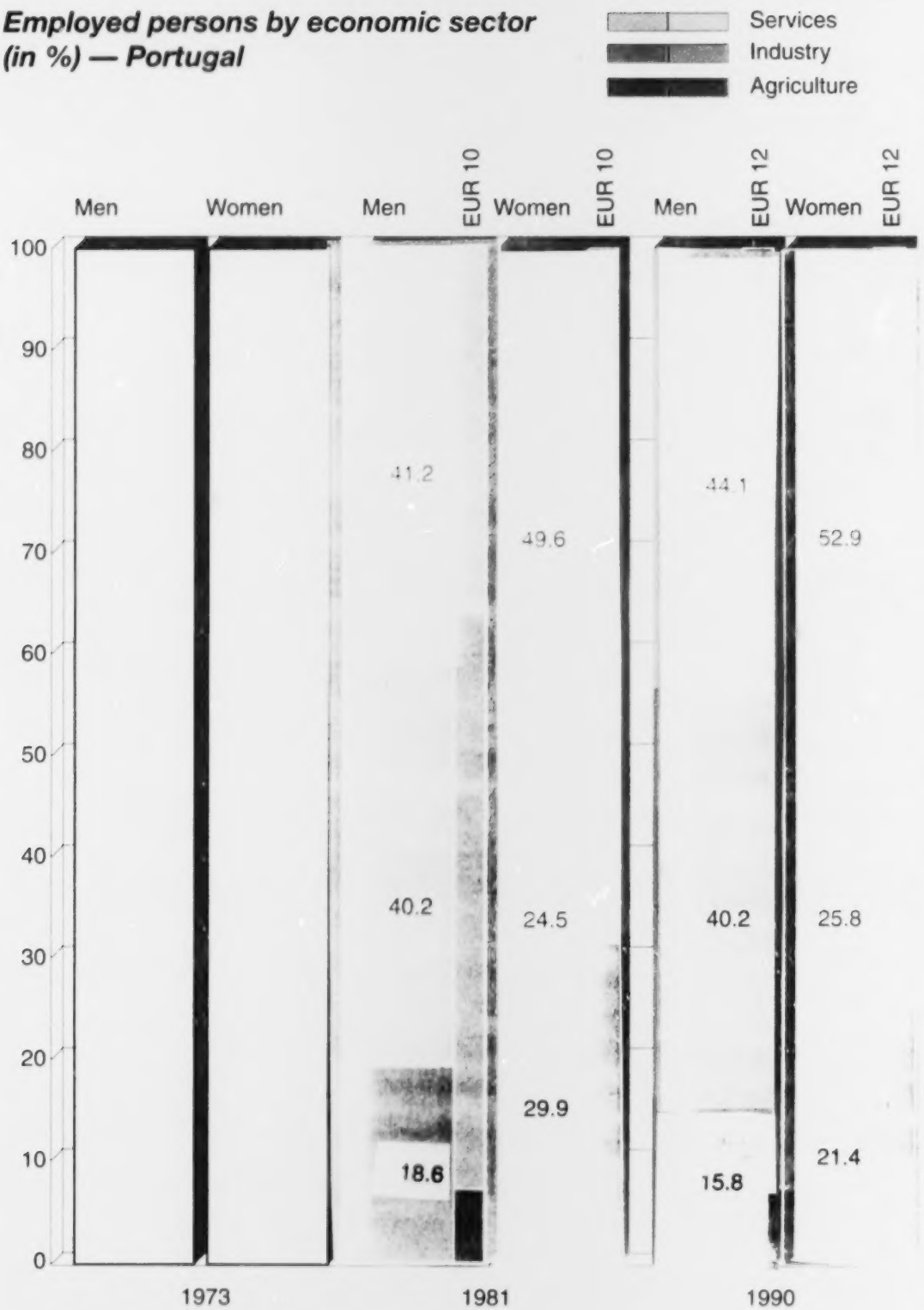
It should none the less be pointed out that 1991 brought a slight improvement in the quality of the labour force in terms both of education and qualifications.

Employment by economic sector (in %) — Portugal



Source: Eurostat — Labour force surveys, 1980-91.

Employed persons by economic sector (in %) — Portugal



Source: Eurostat — Labour force surveys.

Employment in industry and the services sector broken down under NACE headings (%)

	1987		1990	
	P	EUR 12	P	EUR 12
Industry				
Energy and water	1.2	2.0	1.0	1.5
Mineral extraction and chemicals	5.5	4.5	3.8	3.6
Metalworking and precision engineering	6.3	11.6	4.5	10.0
Other manufacturing industries	21.0	11.5	16.7	10.4
Building and civil engineering	9.9	7.2	8.2	7.8
Services				
Commerce, hotel and catering	13.5	16.0	17.4	18.9
Transport and communications	5.4	6.4	4.6	5.9
Banking and insurance	3.9	7.7	4.6	8.0
Public administration	9.7	9.7	7.7	7.6
Other	18.3	20.9	13.5	19.7

NACE = general industrial classification of economic activities within the European Communities.

Source: Eurostat labour force surveys, 1987 and 1990.

Percentage breakdown of employees by education level (mainland Portugal)

Education	1988	1989	1990	1991
Less than primary education	7.0	6.4	5.6	5.2
Primary education	70.4	69.2	68.5	68.1
Secondary education	18.3	19.5	20.7	21.4
Intermediate education	0.5	0.5	0.5	0.6
Higher education	3.1	3.2	3.2	3.6
Other education	0.7	1.2	1.5	1.1

Source: DEMESS — Employment tables.

Percentage breakdown of employees by qualification level (mainland Portugal)

Job level	1988	1989	1990	1991
Senior and middle level executives	3.6	3.8	4.0	4.2
Supervisors and highly skilled workers	7.5	7.7	7.9	8.3
Skilled workers	38.6	38.5	39.6	39.0
Semi-skilled workers	30.3	30.6	29.9	28.9
Trainees and apprentices	11.1	12.1	11.5	11.6
Unknown	8.9	7.3	7.1	8.0

Source: DEMESS — Employment tables.

Unemployment

According to the INE employment survey, the number of unemployed has fallen over the last five years, so that unemployment rates have been significantly lower. At the end of 1991 unemployment was running at 4.4% (men 3%, women 6.1%), comparing with figures of 6.6, 4.8 and 9.1% respectively for 1987. Although women accounted for 62.1% of total unemployed in 1991, the greatest reduction in unemployment was in their case.

Looked at by age group, the sharpest fall in unemployment was that for the under-25s rather than for adults, and was more marked in the case of females. However, the unemployment rate for young people of working age was higher (10.3% in 1991).

On the other hand, the number of those seeking their first job has recently been falling year by year, although this was not always paralleled by the number finding jobs. The proportion of those starting their first job was 19.1% in 1991, compared with 30.8% in 1987.

The time taken to find work fell in the case of the long-term unemployed, but rose in the case of those unemployed for less than a year.

However, this situation changed in 1991 when long-term unemployment accounted for 31.9% of the total. The majority of unemployed (68.5% in 1991) were women.

Since 1989 there has been a fall in the number of job applications by people who are unemployed, mainly owing to a reduction in the number of first-time job-seekers.

Also noticeable is that fewer jobs have been filled since 1989. The ratio of supply to demand improved between 1990 and 1991, partly due, no doubt, to the vocational training programmes co-funded by the European Social Fund and directed mainly to young people and to the retraining of workers at their place of work. These programmes began in 1989 and continued through 1990 and 1991. Their impact should be felt by the end of 1993.

Employment market situation

Mainland Portugal and autonomous regions (year-end figures in 1 000)

	1986	1987	1988	1989	1990	1991
Jobseekers	368.5	310.5	313.0	309.2	304.3	296.6
• first job	60.0	67.1	77.8	81.2	75.0	60.5
• new job	308.5	243.4	235.2	228.0	229.4	236.1
Jobs available	4.8	8.0	9.7	9.7	7.7	8.4
Jobs filled (over the period)	13.7	20.4	29.2	31.5	30.6	27.4

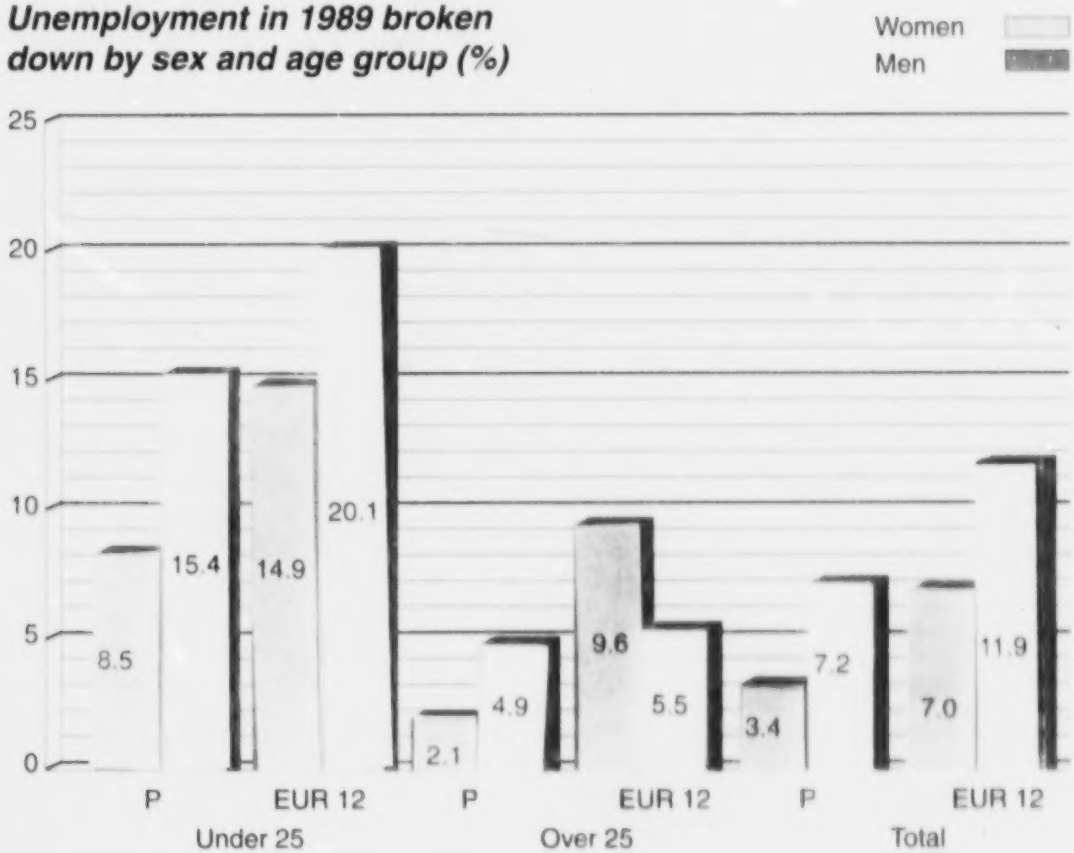
Source: Ministry of Employment and Social Security; Institute of Employment and Vocational Training.

Employment rates per sex and age group in Portugal are much lower than the European average. However the unemployment rate for women over 25 is about twice that for men, whereas in the remainder of Europe the reverse is the case.

Percentage breakdown of population aged 14 to 64 by economic status — 1983/87/90

Source: Eurostat — Labour force surveys, 1983, 1987 and 1990.

Unemployment in 1989 broken down by sex and age group (%)



Source: Eurostat — *A social portrait of Europe*, 1991.

1.3. Economic situation

Introduction

1.3.1
The general features and development of the Portuguese economy referred to in this study will be as described in the major options for the 1992 plan which has been approved by the government and sets out recent trends, the future outlook and the economic policy to be pursued.

Recent trends in the Portuguese economy

1.3.2
Most of the macroeconomic indicators are very encouraging. After six years of rapid growth — over 4% per annum on average — economic activity began to slow down at the end of 1990 in line with the sharp fall-off in growth of world output, although still keeping ahead of the Community as a whole.

Economic expansion in 1991 was primarily due to the rapid growth of both private and public-sector consumption. The sharp rise in real disposable income on the previous year gave a boost to consumer spending in the first half of the year. Subsequently there were signs that the rate of growth was levelling off or even slowing slightly.

Portuguese economic indicators (% change)

	1990	1991*
Domestic demand	5½	4
Private consumption	5	5¼
Public consumption	3¾	3
Fixed-asset formation	7¾	3¼
Exports of goods and services	12¼	1¼
Imports of goods and services	14	5
GDP	4¼	2½
Consumer price index (average)	13¼	11½
As % of GDP	**1990**	**1991**
Current account balance	0	– 1
Public sector admin. balance	– 5¼	– 6½
Public debt	68	65¼

* *Source:* Q2 convergence programme.

The increase in disposable income was due to the sharp increase in wages. Consumer spending should increase by over 5% and public consumption should fall slightly, while real growth continues to run high at close on 3%.

There was a sharp fall-off in inflation. The targets set in the social accord of October 1990 were met, lending credibility to the government's policy in this regard. Inflation dropped from a peak of over 14% in October 1990 to below 10%. This achievement and the resulting boost to the credibility of the present economic policy augur well for the near future and if this policy is continued the figure should come appreciably nearer the Community average.

The unemployment rate once again fell significantly in 1991 and should turn out below 4%. Legislative measures recently adopted as a result of the social accord will make for greater flexibility and mobility of labour, which will encourage the creation of more jobs in industry and greater industrial competitiveness. These measures will also enable the natural unemployment rate to be reduced in the medium term, thus enhancing the economy's growth potential.

Collective bargaining observed the parameters laid down in the social accord, but because of the high demand for labour, actual wages rose faster than negotiated. However, recent trends suggest that the next wage settlements will be more moderate.

The sharp fall-off in Portuguese exports is due primarily to the recession in a number of industrialized countries and the considerable slowdown in output growth in others. However, given the fall in imports and the increased supply of services on offer, especially in the field of tourism, the current account deficit will be around 1% of GDP, which represents a deterioration on the previous year, but the basic balance of payments, which includes medium and long-term capital flows, will continue to show a surplus. At the same time the Portuguese economy has been benefiting from considerable structural changes. The balance on current account has in fact remained virtually in equilibrium over the last three years. This contrasts sharply with the situation at the peak of the previous economic cycle, when the current account showed a deficit of 13% of GDP.

The slowdown in investment is partly due to factors relating to the Gulf War and, to a certain extent, to narrower profit margins in some areas of manufacturing industry, especially in the tradable goods sector, where price rises failed to keep pace with costs. On the other hand, after several years of considerable expansion some sectors are finding the going more sluggish. Here the government's deflationary policy will not have helped the situation. However, after decreasing slightly up to May, probably due to the Gulf crisis and a deterioration in world economic growth expectations, foreign direct investment forged strongly ahead and by the end of the year was well up on the previous year — disregarding the Ford-VW project, which alone was worth over ESC 450 billion.'

' ECU 1 = ESC 194 (March 1994).

The relative slowdown in the cycle in 1991 is not a serious cause for concern. In an unfavourable international environment high economic growth would at best mean sustained price inflation instead of deflation. It is difficult for a small, open economy to go on expanding strongly when its commercial partners are experiencing a considerable slowing down of activity or even a recession.

The present correction in the variable components of aggregate demand will allow deflation to continue, greater and wider competitiveness in the tradable goods sector and a sustainable increase in consumer spending.

Outlook and policy

1.3.3
In 1992 economic activity is likely to post a moderate increase over 1991, transforming the present slowdown into a rapid pace consonant with deflation and real convergence, with the Portuguese economy expanding at a rate of one percentage point above the Community average, despite the sharp fall in the average inflation rate.

Expected growth in the Portuguese economy (1992)

	% change
Private consumption	3¼
Public consumption	¾
Fixed-asset formation	7½
Exports of goods and services	2
Imports of goods and services	3¾
GDP	3
Consumer price index (average)	7 to 9
	As % of GDP
Current account balance	–1

Source: Q2 convergence programme.

Expectations are for slower growth in consumer spending and of a slight increase in public consumption in real terms. Factors determining economic growth in 1992 will therefore be investment, a slight recovery in exports and a slight slowdown in import growth. The increase in employment may be expected to be slower and pay settlements in line with continuing rapid deflation. This will permit the social security changes in employment social costs and a move to be made towards financial stability.

In 1992 a smaller increase in real disposable income coupled with cutbacks in public spending, whose growth rate in real terms is likely to drop from an estimated 3% in 1991 to 0.7% in 1992, will bring overall consumption down sharply to below this year's level in line with the convergence programme recently adopted by the Portuguese Government. Consumer spending will increase by 3% — a level more easily sustained without jeopardizing the objective of attaining a level of prosperity more in line with our Community partners. This decline in overall consumption, and especially the marked drop in the public sector deficit, will impact positively on savings, increasing the volume of funds available for investment in industry and relieving the upward pressure on prices.

After the sharp drop that began at the end of 1990 exports may be expected to stage a recovery in 1992 with a moderate rise of 2% in real terms. This is in line with the hoped-for pick-up in imports by our main trading partners as activity gains pace within the OECD and the European Community and the improved competitiveness of our products thanks to the lower rate of domestic inflation and cost restraint combined with a non-accommodatory exchange-rate policy. The conservative estimate for export growth reflects the uncertainty attaching to the timing and the extent of the world economic recovery.

Imports are likely to increase by around 4%. This leads to hopes that the 1992 current account deficit will drop below the 1991 level to around 1% of GDP and will not threaten the country's external position. This level of current account deficit is normal in an economy with a high level of investment and growth. At the same time, the current level of official reserves and world confidence in the Portuguese economy will considerably reduce the significance of the problem of financing these deficits.

Price inflation, which has been receding since October 1990, should continue to decrease steadily over the year thanks to a combination of stringent budgetary, monetary, exchange-rate and income policies, and by 1992 should be somewhere between 7 and 9%.

One of the effects of deflation coupled with the restructuring of industry currently under way will be to slow down the rate of increase of both wages and employment. At a time of virtually full employment the social cost of restructuring the economy is lower.

The lower level of pay settlements in the second half of 1991 should continue in 1992 thanks to the private sector's lessened fear of inflation and the greater faith in the government's deflationary and incomes policy that has come with the steady decrease in price inflation during 1991. However, earnings margins are expected to be better than in 1991 because of the slower growth in wage costs and the lower level of interest rates — the latter being the result of deflation, a sharp decrease in the government's overall deficit proposed in the 1992 budget, and the likely increase in the competitiveness of the financial system.

Improved company profitability, the increase in the volume of funds available to industry on the capital markets, and lower interest rates will lend impetus to industrial investment, increasing the Portuguese economy's competitiveness and enhancing the opportunities offered both by the single market and its extension to include countries of EFTA. Investment figures recently made available suggest that the tendency to slow down, noticeable in 1991, is now being reversed, which is in line with the forecast of stronger investment activity in 1992. At the same time, direct foreign investment will continue to make its contribution to expansion.

In summary, the economic environment in 1992 will continue favourable to the current convergence programme. The temporary cost of stabilizing the government's financial position does not appear excessive and the potential advantages of lower inflation for the process of integration are considerable. The success of the conversion programme and the effective implementation of the Community support framework catalyse the process of modernizing and restructuring the Portuguese economy and increasing industrial productivity.

Economic policy

1.3.4

Portugal's current economic policy is being shaped by the Q2 convergence programme and will focus on the prime objective of stabilizing government finances and ensuring a rapid decrease in inflation. Efforts to achieve stabilization in recent years have already produced results, particularly at the level of government finances. However, the country's integration and convergence with the Community, which are indispensable for Portugal's prosperity, demand that these efforts be maintained in conjunction with a policy of financial stabilization to create an environment of nominal stability. The progress towards economic and monetrary union decided at Maastricht calls for determination and does not permit a slackening of effort.

- **Budgetary policy**

The main focus of budgetary policy has been to restrain government spending while adjusting a number of taxes. A moderate increase in public sector salaries will be essential in order to control expenditure. Following the very sharp rise in public sector salaries in real terms in recent years the increase in the near future must be more moderate. This is a basic requirement for nominal convergence given the leading role played by the public sector in collective bargaining and at social concertation level. Unless the payroll of the public services is kept to a reasonable level it will be difficult to keep growth in wages generally at the levels required for rapid deflation.

- **Monetary and exchange-rate policy**

Exchange-rate policy will be used as a yardstick by the authorities in their efforts to achieve stabilization. The aim will be to speed up the process inclusion of the escudo in the European Monetary System. The whole of monetary policy will be directed to achieving the best terms for membership of the EMS and for creating an environment favouring the escudo's stability against other EMS currencies.

• **Other policies**

The basic principles underlying economic policy are the primacy of the market, free initiative and healthy competition. Reforms carried out in recent years, and those still to be implemented, are directed at liberalization, which means changing the regulations that hamper competition and the exercise of free initiative, as well as privatization through the transfer of the management of physical resources to the private sector on the principle that it is, as a rule, the private sector which owns and manages firms. The State's supplementary role of producing and providing public goods and services will remain intact, particularly as regards infrastructure.

Incomes policy is of fundamental importance for the success of the Q2 convergence programme and in particular the economic policy to be pursued. Without appropriate wage control the cost of deflation will necessarily be higher, either because of the lessened pace of activity or because of firms' inability to compete on foreign markets.

Deflation without social consensus will mean unnecessary losses. Full commitment by the social partners, particularly in extending the time horizon used in calculating wage and productivity increases, will work to the benefit of all concerned.

Once nominal and financial stability have been achieved, distribution of income will not be arbitrarily affected by inflation. Incomes policy will reflect the trend of productivity and the efficiency of firms in the various branches of industry.

Regional disparities

1.3.5

Although Portugal is a relatively small country there are marked regional differences, as will be seen in the tables on page 28. Thus Alentejo is basically a farming area where the number of firms in the primary sector is very high (around 31.2%), whereas in Lisbon, the Tagus valley and the Algarve the services sector predominates, accounting for 74.2 and 73.6% of the total number of firms respectively. The proportion of industrial firms in the northern and central regions is around 44.2 and 35.9% respectively. The textile and clothing industry, which is very important for the export market, is concentrated in the north where it is the major industry.

The boom in tourism in the Algarve in recent years means that the building industry is the main area of activity. In other regions this sector is more evenly spread.

Breakdown of type of firm by region (mainland Portugal) 1985-90

	1985	1990
Number of firms		
North	34 099	54 818
Centre	24 141	23 497
Lisbon and Tagus valley	49 136	61 916
Alentejo	5 757	9 886
Algarve	4 154	7 192
Primary sector %		
North	1.6	1.3
Centre	3.7	4.2
Lisbon and Tagus valley	3.2	2.9
Alentejo	25.8	31.2
Algarve	4.0	5.2
Secondary sector %		
North	41.1	44.2
Centre	40.3	35.9
Lisbon and Tagus valley	22.9	23.0
Alentejo	19.4	16.8
Algarve	23.0	21.2
Tertiary sector %		
North	57.3	54.5
Centre	56.0	59.9
Lisbon and Tagus valley	73.9	74.1
Alentejo	54.8	52.0
Algarve	73.0	73.6

Source: MESS — Employment tables.

Number of firms in the main industries in each region in 1989 (in %)

	Food and drinks	Textile	Woodworking and cork	Metalworking	Building
North	5.6	27.9	18.2	12.8	23.4
Centre	11.6	9.7	14.8	16.2	29.3
Lisbon and Tagus valley	10.8	9.3	9.8	18.6	30.2
Alentejo	30.7	3.9	11.2	13.1	28.6
Algarve	12.6	—	7.3	11.3	57.4

Source: MESS — Employment tables, 1989.

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Recent trends

1.3.6

In contrast to the trends outlined above which have been taken from the major options for the 1992 plan, the quarterly accounts up to 1991 published by the National Statistical Institute (INE) reveal worrying signs in the economy. If these data are taken in conjunction with the employment figures published by the same institute, it is clear that there has been only a slight increase in productivity, a failure to contain government spending and a slackening in economic growth. Despite growth of 2.3% in employment in the last quarter of 1991, output was up by only 2.2%, while a rise of 0.3% in the number of people employed in industry went hand in hand with an equal decrease in industrial output.

In 1991, moreover, the rise in public and private consumption of goods other than food and in building investment were not sufficient to offset the sharp fall in exports and investment in plant and machinery, with the consequence of a sharp slowdown in economic growth. The National Statistical Institute's figures also show a worrying drop in exports which began in the first half of 1991 with slowdowns in the annualized growth rate, measured in terms of constant 1990 prices, from 6.2 to 2.4% and reaching 1.9 and 1.2% in the final two quarters. This situation contrasts with figures of around 14% in 1989 and 12% in 1990.

The decline is also apparent in total investment, with annualized accumulative rates of change falling from 6 to 4% between the first and second quarters, to 3.3% in the third quarter and to just above 2% in the final quarter. These figures contrast with an average figure of 7% for 1989 and slightly over 5% in 1990.

2 EDUCATIONAL AND VOCATIONAL TRAINING SYSTEM

2.1. History

Formal education

2.1.1
This section will deal with the formal education system in Portugal and the system of vocational training as it existed in 1992.

Looking at the history of education in Portugal since 1945 the first point of relevance for this monograph and its objectives is the thorough overhaul of technical education that took place in 1946 with the drawing-up of the Vocational Statute for Industry and Commerce, which made appreciable changes to the existing system.

In 1956 primary education was made compulsory for boys (four years) and girls (three years). Not until 1960 was four years' education made compulsory for both sexes and in 1964 this was raised to six years.

The period 1970-73 was one of considerable change during which the Basic Law on the education system was passed and promulgated. This law was concerned with the unification of the first cycle of secondary education and, particularly with the country's modernization in mind, it sought to diversify higher education with the specific aim of meeting the growing demand for technical staff fuelled by the rapid economic growth recorded until the oil crisis in 1973.

This was the period that gave birth to the so-called new universities and polytechnic institutes which aimed to increase the availability of technical training at the highest level and at the same time to regionalize the education system, as well as to train technicians at intermediate level.

The method adopted for the unification of secondary education from 1975/76 onwards resulted in the abolition of existing technical training mechanisms without their being replaced by the necessary training system. This only came into force in 1978 and even then was inadequate given the country's need for technical specialists with secondary level qualifications.

The period of revolution of 1974/75 saw changes made, for political and ideological reasons, to the reforms initiated between 1970 and 1973. These changes even included the suspension of some of the programmes — such as the introduction of polytechnics. This idea was only taken up again with the creation, in 1977, of short-duration higher education, which in 1979 was renamed higher polytechnic education.

In 1983 technical and vocational education, provided within the formal education system, underwent its final significant change with the launch of a programme that included:

(i) the creation of a large number of independent courses at the level of the 10th, 11th and 12th years as a pilot scheme in some secondary schools;

(ii) the extension of this experiment to the whole country allowing for the needs of individual regions and following a programme drawn up in close co-operation with the regional planning authorities.

The principal changes in the Portuguese education system in recent years have been the introduction in 1986 of a new Basic Law on the education system (Law No 46 of 14 October 1986) and the creation of a vocational training system which in conjunction with other forms of education, has helped to increase the variety of courses available from the ninth year of school onwards. The Basic Law on the education system includes a number of provisions relating to vocational training, whether given within the formal education system or outside the school environment.

The table on page 38 illustrates the operation of the vocational and technical vocational subsystems within the formal education system which offer alternative routes to general secondary education for pupils who have completed their ninth year of schooling.

The most important innovations in the education system have been:

(i) the introduction of a polytechnic system in the late 1970s;

(ii) the creation of a system of technical vocational education during the first part of the 1980s;

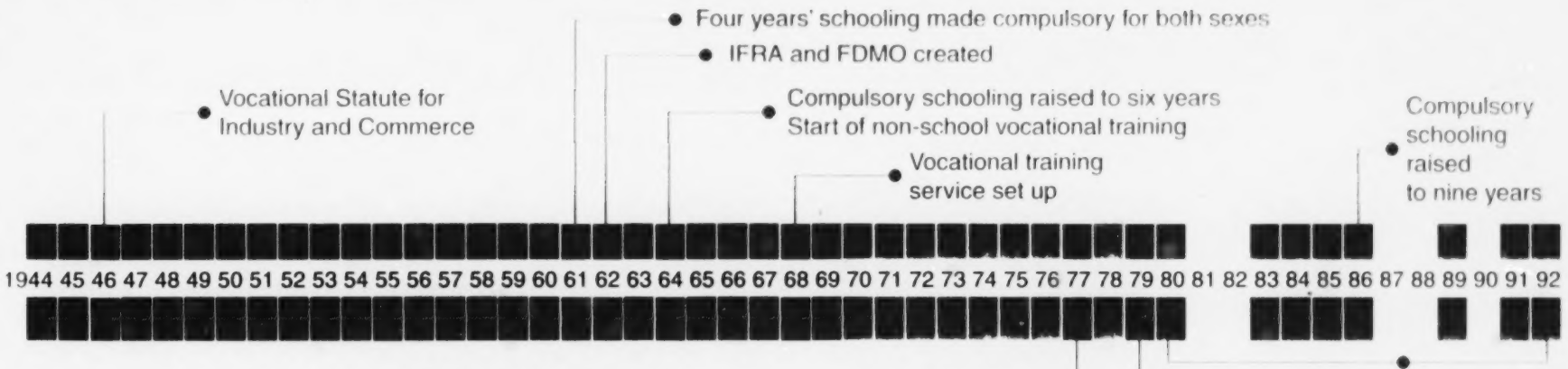
(iii) the start-up of a system of vocational training schools at the end of the 1980s.

These innovations reflect the desire to bring the education system into line with reality, particularly firms' needs and the concerns of employers and industry generally.

The introduction in Portugal of a polytechnic system has helped to diversify higher education in order to train Community level-IV senior and intermediate level technical staff, of which there is a serious shortage in this country, particularly in areas of more advanced technology or those in the throes of, or scheduled for modernization as part of the internationalization of the Portuguese economy and the country's integration with Europe.

As already mentioned, the experiment with technical vocational education launched in 1983 was the first step towards the provision of training of level-III workers within the formal secondary education system, utilizing laboratory and office facilities and equipment already existing in many schools that had provided technical courses up to the beginning of the 1970s and whose activities in this field were suspended by the reform introduced in 1973, which was intended to put technical and vocational training on an equal footing but which was never fully implemented.

Development of the training system in Portugal


Four years' schooling made compulsory for both sexes
IFRA and FDMO created
Vocational Statute for Industry and Commerce
Compulsory schooling raised to six years
Start of non-school vocational training
Vocational training service set up
Compulsory schooling raised to nine years
1944 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92
IEFP created
Introduction of short-term higher education

1980	Sandwich-type vocational training experiment
1983	Reform of technical vocational education
1984	Law on Apprenticeship
1985	IEFP Statute
1986	Start of ESF assistance Basic Law on education system passed
1989	Introduction of vocational training schools
1991	Legal basis created for vocational training Legal basis created for vocational training at the workplace Directorate-General for Employment and Vocational Training established
1992	Systems formalized for vocational information and certification of vocational qualifications

This experiment has shown that there is a tendency for this type of education, demand for which was never great, to be gradually ousted by the technology courses provided by vocational training schools.

Vocational training

2.1.2
Vocational training, provided outside the formal education system and aimed at training adults of 18 years and over, was initiated in 1964.

The starting point was the setting-up of the Institute for Accelerated Vocational Training (IFPA). This came under the Directorate-General for Labour, set up by Decree Law No 44 538 of 22 August 1962. From 10 October 1966 onwards the Institute, under Decree Law No 47 254, was made the responsibility of the Labour Development Fund (FDMO) which was created by Decree Law No 44 506 of 19 August 1962. The purpose of this fund, which was administratively and financially autonomous, was to provide further information about, and improve the structure of, the workforce in Portugal in the light of the industrial reorganization taking place.

The vocational training courses used the accelerated training method (FPA) which was adopted by most vocational training centres set up in the meantime.

The National Centre for Instructor Training (CNFM) was created by Decree Law No 46 173 of 23 January 1965 under the umbrella of the Labour Development Fund in order to train instructors working at the vocational training centres and to study problems connected with technical vocational training.

Because of the need to coordinate and centralize existing services the vocational training service was set up in 1968, under Decree Law No 48 275. This operates under the Directorate-General for Labour through the Labour Development Fund. The Vocational Training Service brought together the Institute for Accelerated Vocational Training, the Centre for Instructor Training and a vocational training division that had been set up within the Labour Development Fund.

This fund had an advisory council — set up on 23 January 1965 under Decree No 46 173 — made up of representatives of various departments and employers' and trade union associations and responsible for assessing the Labour Development Fund's vocational training activities.

Decree Law No 519-A2/79 of 29 December 1979 provided for the creation of an institute of employment and vocational training (IEFP), which was to restructure the vocational training and employment services.

This institute was designed to achieve four basic aims:

— effective decentralization to major regional level;
— formal involvement of the social partners on a consultative basis;
— modernization, rationalization and efficiency of the services organization and management;
— the administrative and financial autonomy of the services which would own and manage their own assets.

The implementation of this law and the consequent creation of its separate organization, did not take place until 20 May 1982 by means of Decree Law No 193/82. The new Institute replaced the Labour Development Fund and led to the disappearance of two directorate-generals — for employment and the promotion of employment — set up in 1974.

The Vocational Training Service was made part of the Directorate-General for Employment from 1982 onwards.

Decree Law No 247 of 12 July 1985 approved the new Statute of the Institute of Employment and Vocational Training (IEFP), which is that currently in force and which:

(i) introduced tripartite management with representation of the social partners;
(ii) provides for a highly decentralized structure strengthening the powers of the regional structures.

In recent years the Ministry of Education and its various bodies have not been able fully to meet the demand for training from the labour-market which has mainly been provided by the Ministry of Labour and other ministries, professional organizations and private bodies.

The result of this situation was that vocational training was limited in extent until 1986, when financial assistance from the European Social Fund gave a boost to both initial and continuing training.

Between 1986 and 1989 overall spending on vocational training reached ESC 285 million and covered around 980 000 trainees. Between 1990 and 1991 considerable emphasis was put on training those already in work, with investment rising to around ESC 150 billion and covering about 500 000 people.

The two periods mentioned were notable for the development of initial training schemes, particularly the apprenticeship system, and of vocational training schools and continuous training schemes.

An experiment with sandwich training schemes for young apprentices was legally authorized on 21 February 1980. This scheme initially involved four engineering companies and the Ministries of Labour and Education. This pilot scheme, in which more firms are now participating, comprises an area of training common to all and technical training covering a period of three academic years.

The Law on apprenticeship (Decree Law No 102/84, published on 29 March 1984), constitutes a legal basis for apprenticeship to ease the transition of young people from the education system to the world of work. The law recommends a vocational training system that includes a specific training component provided mainly within firms, and a general training component provided in official teaching establishments.

Apprenticeship is based on an independent contract which is not a contract of employment, under which a firm, recognized as competent to do so, undertakes to provide the vocational training of the apprentice concerned in collaboration with other bodies.

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The social partners, trade and industry, are heavily involved in apprenticeship training from conception to implementation. However, the regulatory framework, which covers occupational profiles and the various programme contents is
centralized. This system has expanded and improved in quality considerably, particularly since 1990.

Vocational training schools were first set up in 1989. Under the relevant legislation the initiative for these schools does not come from the State but as a result of social and economic forces within each region and industrial sector. These schools whose start-up and subsequent development have benefited from Community funding, have expanded remarkably and it is expected that they will prove centres of innovation and experiment in the vocational training field through their use of original models adapted to the realities of Portuguese industry. They are gradually replacing technical vocational courses within the education system.

Most of the development of continuing training has taken place since 1990; between 1986 and 1989, 75% of vocational training was directed to young people. The structural reform of Community funds has given the greatest impetus to continuing training. About two thirds of funds made available within the 1990-93 Community support framework were used for qualification training with considerable emphasis on those already in employment with the least vocational training.

The Directorate-General for Employment and Vocational Training, which is responsible at central government level for designing and providing technical assistance and for regulating matters connected with employment and vocational training, was set up on 20 February 1991 under the Organic Law of the Ministry of Employment and Social Security (Decree Law No 83/91).

The legal framework for vocational training within the education system or at the workplace was created by Decree Law No 401 of 16 October 1991 and the specific regime for such training was provided by Decree Law No 405/91 of the same date.

The year 1992 saw the approval of the system of vocational training at the workplace by Decree Law No 59 of 13 April 1992 and the system of certification of qualifications by Decree Law No 95 of 23 May 1992.

2.2. Education and initial vocational training

Brief description of the education system

2.2.1

Primary education

Universality

- Primary education is free, compulsory for all, and lasts for nine years.

Organization

- Primary education comprises three successive cycles, the first lasting four years, the second two, and the third three years.

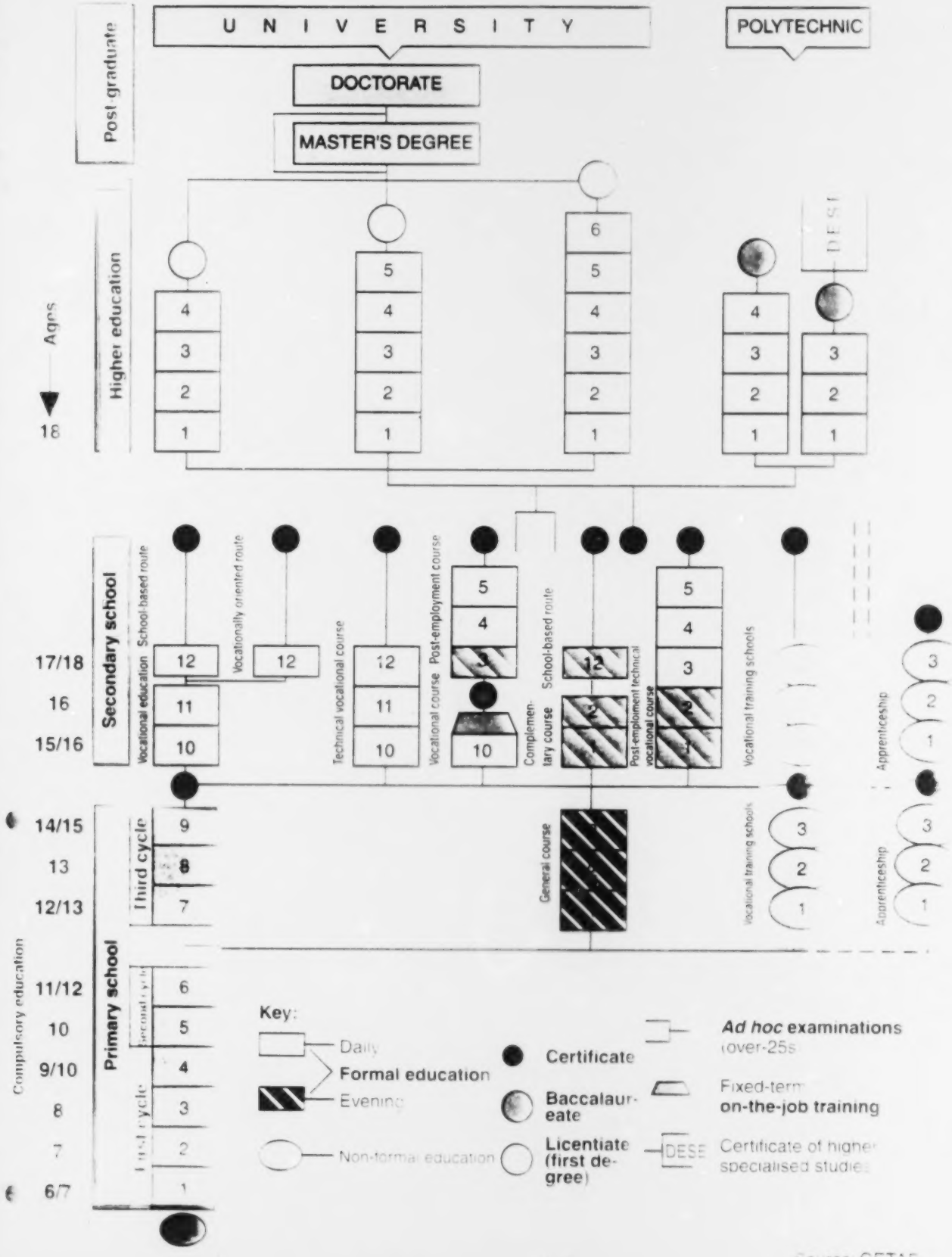
Secondary education

Organization

- Pupils successfully completing their primary education are eligible for any secondary education course.
- Secondary education courses last for three years.
- Secondary education takes different forms. Some courses are primarily work-oriented while others are designed for those wishing to pursue their studies. They all have components of a technical, technological and vocational nature and include courses in Portuguese language and culture at an appropriate level.
- The possibility to transfer between courses that are mainly work-oriented and others for the pursuit of studies is guaranteed.
- A pupil who has successfully completed his/her secondary education is awarded a certificate testifying to the training he/she has received and, in the case of courses that are mainly work-oriented, the qualification obtained for engaging in certain vocational activities.
- Specialist training centres may be set up to give theoretical and practical training in technical, technological or arts subjects.

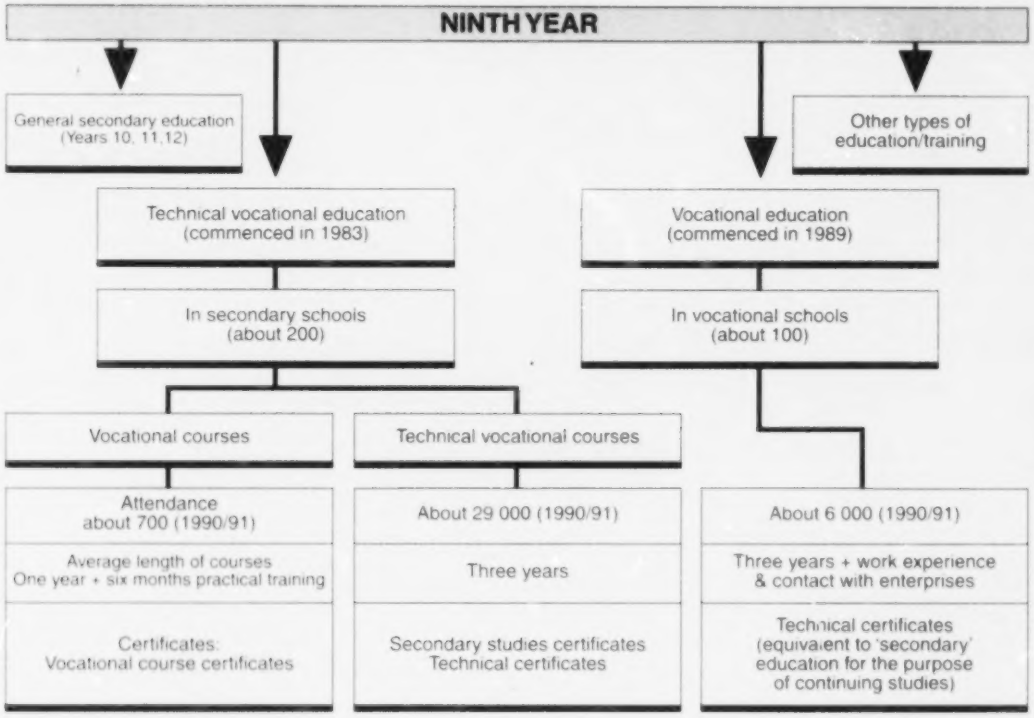
Students completing their primary education — hence with nine years of school behind them — and who wish to continue their education have several options within the educational system: general secondary education, technical vocational education and vocation education. They may, however, also opt for other forms of training outside the formal system (see figure on page 38).

The Portuguese education system



Source: GETAP

Possible forms of training after nine years of schooling


NINTH YEAR
General secondary education (Years 10, 11,12)
Other types of education/training
Technical vocational education (commenced in 1983)
Vocational education (commenced in 1989)
In secondary schools (about 200)
In vocational schools (about 100)
Vocational courses
Technical vocational courses
Attendance about 700 (1990/91)
About 29 000 (1990/91)
About 6 000 (1990/91)
Average length of courses One year + six months practical training
Three years
Three years + work experience & contact with enterprises
Certificates: Vocational course certificates
Secondary studies certificates Technical certificates
Technical certificates (equivalent to 'secondary' education for the purpose of continuing studies)

Higher education

Organization

- Higher education consists of university and/or polytechnic education.

Universities provide courses leading to the degree of licentiate (licentiatura), master (mestrado) and doctor (doutoramento).

Polytechnics provide specialist courses leading to a baccalaureate qualification (bacharelato) or to a certificate of higher specialist education (diploma des estudos).

Both universities and polytechnics offer other courses leading to certificates of qualification.

- The following are eligible for higher education:

  (a) persons who have qualified by means of a course of secondary education or equivalent testifying to their ability to attend classes;

  (b) persons of over 25 years of age who, while not holding such a qualification, none the less demonstrate their suitability.

- University and polytechnic education are interlinked by the mutual recognition of the value of the training and skills acquired at each type of institution and a system of credits based on an analysis of the curricula.

Vocational training within the education system

2.2.2

In accordance with the Basic Law on the education system, vocational training within that system is accorded priority by the Ministry of Education through a large number of measures and initiatives, among them the creation of the Office for Technical Art and Vocational Education GETAP in November 1988 and assistance with the setting-up of a network of vocational training schools in various fields of activity.

These vocational training schools are the result of an initiative by non-governmental agents and organizations supported by a programme formally agreed between the government and the promoting bodies.

GETAP is responsible for designing, directing and coordinating the system in the area of technical arts and vocational education. Its tasks include improving the teaching programme and supervising and assessing the training activity of each school.

The institutional basis for this training is the schools and the specific target group is the school population, including resumed education for adults and education outside the formal school system.

- In addition to furthering the preparation for working life started at primary school, vocational training aims actively to integrate young people in the world of work through the acquisition of vocational knowledge and skills which enable them to meet the requirements for technological development at national level.

- The following have access to vocational training:

  (a) those who have completed their compulsory primary education;

  (b) those who reach the age limit before completing their primary education;

  (c) workers wishing to enhance their skills or retrain.

- Vocational training within the education system is sufficiently flexibly structured in institutional and pedagogical terms to successfully incorporate students with differing types and levels of education.

- Vocational training is structured to permit the following types of programme:

  (a) initial training;

  (b) qualification training;

  (c) further training;

  (d) retraining.

- Vocational training courses must be designed to meet employers' requirements at national and regional level at any time, if necessary including modules of variable duration which may be combined with one another to permit the acquisition of increasingly higher skill-levels.

- Courses and course modules may be organized through different institutional frameworks:
  (a) using primary and secondary schools;
  (b) through agreements with commercial firms and other independent bodies;
  (c) through support given to governmental and non-governmental organizations;
  (d) by encouraging services to the community;
  (e) by creating specific institutions.
- Successful completion of a training course or module entitles a person to the appropriate certificate of qualification.
- Means will be devised to encourage those who have completed vocational training courses to return to the educational system and progress through it.

Student numbers

2.2.3
The following tables show figures for the number of students who in recent years have enrolled in primary and secondary education, higher education and technical vocational courses at secondary school level, vocational training school courses and vocational courses for those who have already been in employment.

Number and percentage of pupils enrolled in primary and secondary schools

	1985/86		1986/87		1987/88		1989/90	
Stage 1a	412 758	24.5	394 798	24.0	369 443	21.0	333 225	24.6
Stage 2a	404 786	24.1	388 939	23.7	369 291	21.0	334 808	24.7
Fifth year	192 350	11.4	193 302	11.8	195 991	11.1	180 099	13.3
Sixth year	175 805	10.5	166 076	10.1	183 204	10.4	162 757	12.0
Seventh year	129 776	7.7	120 058	7.3	158 028	9.0	135 465	10.0
Eighth year	108 518	6.5	110 617	6.7	140 858	8.0	114 517	8.5
Ninth year	83 320	5.0	83 217	5.1	109 549	6.2	93 243	6.9
Tenth year	65 814	3.9	66 436	4.0	97 810	5.6	-	
Eleventh year	56 519	3.4	56 235	3.4	72 239	4.1	-	
Twelfth year	52 200	3.1	61 985	3.8	62 703	3.6	-	
Total	**1 681 846**	**100.0**	**1 641 663**	**100.0**	**1 759 116**	**100.0**	**1 354 114**	**100.0**

Sources: 1985/86, 1986/87 — INE; 1987/88, 1989/90 — GEP.

Number of students in higher education

	1987/88	1988/89	1989/90	1990/91
State system:				
University	83 909	87 877	94 249	100 005
Polytechnic	4 206	18 046	21 745	27 005
Total	**88 114**	**105 923**	**116 003**	**127 011**
Private institutions:	22 917	30 531	38 234	45 005
Total	**111 031**	**136 454**	**154 237**	**172 016**

Source: Secretariat of State for Higher Education.

Number of students enrolled in technical and other vocational courses

Academic year	**1987/88**	**1988/89**	**1989/90**	**1990/91**
Secondary school technical courses	15 000	19 900	25 200	29 000
Vocational training school courses	—	—	2 100	6 500
Post-employment vocational courses	—	—	—	200
Total	**15 000**	**19 900**	**27 300**	**35 700**

Academic year	**1991/92***	**1992/93***	**1993/94***
Secondary school technical courses	34 000	39 000	43 000
Vocational training school courses	12 000	18 000	24 000
Post-employment vocational courses	2 000	4 000	8 000
Total	**48 000**	**61 000**	**75 000**

*GETAP forecasts.

Source: GETAP (1990).

Vocational training at the workplace

2.2.4
This training is mainly given within a company and is aimed at employed or unemployed members of the workforce, including first-time job-seekers.

Apprenticeship system

2.2.5
The year 1980 saw the launch of a work training programme for young people that was the result of cooperation between the Ministry of Labour and the Institute of Employment and Vocational Training (IEFP), the Ministry of Education and a number of firms. It may be considered as the start of the apprenticeship system in Portugal.

The purpose of the programme was to offer young people over 14 years of age leaving compulsory education a three-year course of 16 hours a week general training and 24 hours a week technical training. During this period young people would be given a training allowance and would not be employed in industry. At the end of the training period they would be entitled to a certificate of vocational competence and a certificate showing them to have completed the equivalent of nine years of schooling.

At the initiative of the Institute of Employment and Vocational Training an apprenticeship scheme was set up in accordance with Decree Law No 102/84 and Decree Law No 436/88 as a follow-on from this programme. This scheme, targeted at the same group of young people, aims to train young operatives and qualified technicians in collaboration with industrial firms.

The programme is designed, monitored and assessed by the National Apprenticeship Commission (CNA), which comes under the IEFP and hence the Ministry for Employment and Social Security. This tripartite commission is made up of representatives of employers' and union associations, and the Ministries of Education, Youth, Agriculture and Fisheries, Industry, Economic Planning, Commerce and Tourism, as well as persons of recognized merit in the field of vocational training.

The system currently covers some 15 500 young people, 4 600 firms, 1 200 courses and 11 000 instructors. The employability rate of young people completing their apprenticeship is in the region of 80%.

Training is given in 27 sectors of activity, which include agriculture and the food industry, fisheries, metalworking, electricity, electronics, computing and service, and provides training for approximately 200 different occupations.

The main features of the apprenticeship system are:

— a training contract signed between the apprentice and the firm concerned with no obligation on the firm's part to employ the apprentice at the end of the course;

— courses of an average length of three years, equivalent to 5 400 hours, 35% of this is taken up with general training, 35% with technical and simulated practical training and another 30% with training on the job;

— scholarships for those undertaking an apprenticeship;

— technical and financial aid for the firms concerned;

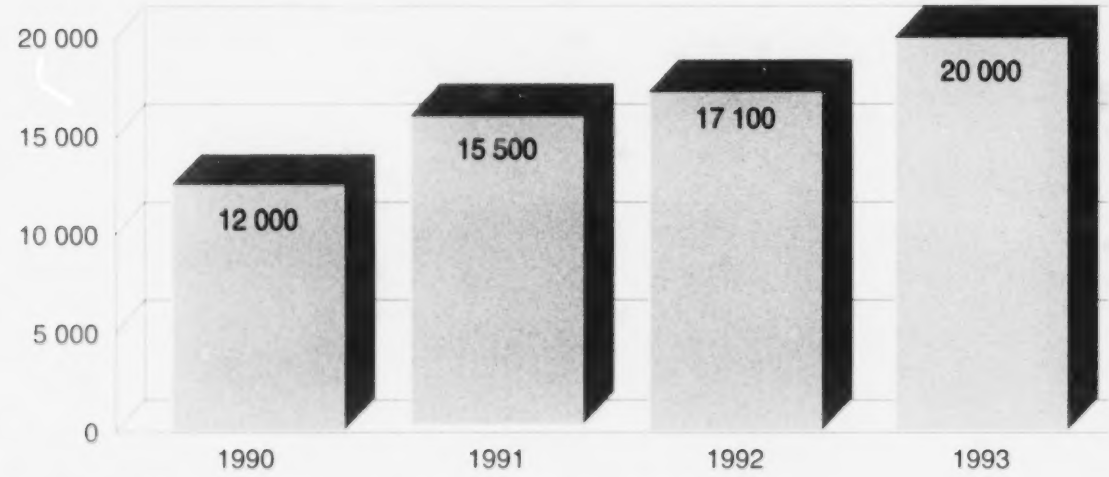
— training courses at three levels (I, II and III) leading to qualifications recognized as equivalent to those under the formal education system.

With the development of the apprenticeship system in mind because of its strategic value, priority was given to certain measures designed chiefly to improve the quality of the system, namely:

- consolidating management mechanisms and simplifying information, administrative and financial procedures;
- diversification of available training courses as regards levels of access, qualifications awarded, educational equivalents and sectoral coverage;
- creating conditions designed to improve the quality of the scheme, particularly as regards the adaptation of current programmes and the launching of new ones, course publicity, vocational guidance, social activity, the training of instructors, teaching personnel and aids, monitoring, efficiency control and control of placement of young people in jobs;
- interaction with other, similar training programmes at national level (vocational training schools, practical training periods for young people) and at international level, particularly as regards the exchange of experience and trainees.

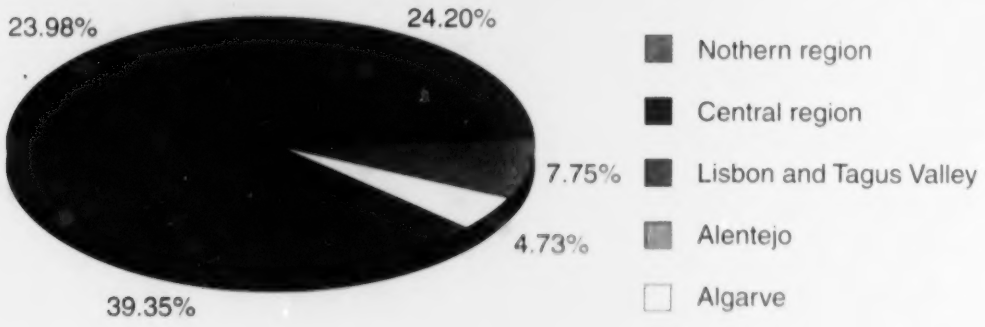
It is expected that this programme will expand both in terms of geographical coverage and in the number of young people involved. The graphs below show the expected number of apprentices per year, region and branch of industry.

Number of young people serving apprenticeships (1990-93)



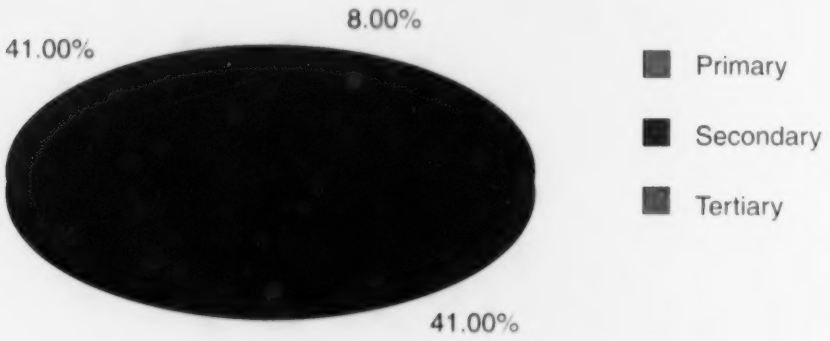
Source: Report on education and operational apprenticeship programme.

Breakdown of number of apprentices by region (1990-93)



Source: Report on education and operational apprenticeship programme.

Number of apprentices broken down by sector (1990-93)



Source: Report on education and operational apprenticeship programme.

Other initial vocational training schemes

2.2.6
A variety of initial vocational training schemes exists in addition to those described above. These come under other ministries, such as health, commerce, tourism and agriculture and the courses are planned in such a way as to guarantee work in the various areas concerned. The educational level required varies according to the type of course involved.

• **Health**

The health sector boasts a large and varied range of vocational training courses run by different training bodies. There are four health service training schools giving training in such areas as physiotherapy, occupational therapy and radiology. These courses last for a minimum of three years and are designed for young people who have completed 12 years of schooling.

Attendance in recent years was as follows:

Attendance at health service training schools

	1987/88	%	1988/89	%
Under 25	958	88.0	907	86.7
25 or over	131	12.0	147	13.9
Total	**1 089**	**100.0**	**1 054**	**100.0**

Source: Ministry of Health, Department of Human Resources.

There are another two bodies which provide courses open to those who have completed nine years of schooling:

— the National Health Institute organizes a course of two years followed by practical training of six months for auxiliary health technicians;

— the College of Dental Medicine in Lisbon offers two-year courses for dental assistants, four-year courses for dental laboratory assistants and six-month courses for dental equipment maintenance technicians.

The National School of Public Health runs one-year postgraduate courses in public health and industrial medicine and a two-year course in hospital administration.

Nursing courses are provided by 26 schools of nursing scattered throughout the country. These courses are at two different levels:

(a) **a general course** of three years for students who have completed 12 years of schooling, leading to a baccalaureate qualification, and

(b) **specialized courses** lasting a year and a half, with the exception of the courses in prenatal and postnatal care, which last 22 months.

The number of students attending general nursing courses in recent years was as follows:

Number of students attending general nursing courses

	1987/88	1988/89	1989/90
Men	562	688	655
Women	2 454	2 902	2 968
Total	**3 016**	**3 590**	**3 623**

Source: Ministry of Health, Department of Human Resources.

- **Tourism**

The Ministry of Commerce and Tourism, through the National Institute for Tourism Training (INFT), offers a number of training courses connected with tourism in four schools in different parts of the country, and also through teaching units.

The INFT provides various initial training courses at different levels:

(i) **Courses leading to higher qualifications** (level III). These courses, which cover three academic years, are aimed at young people who have completed 12 years of schooling and lead to qualifications in hotel management, technical management and maintenance, travel firm and tourist activities and as a national guide and interpreter.

(ii) **Courses providing middle level** (level II) qualifications covering one or two academic years and aimed at young people who have completed 9 or 11 years of schooling. These courses include courses for receptionists, cook/pastry-cook, waiters, barmen and floor managers.

The numbers attending courses in recent years has been as follows:

Number of students attending INFT courses

	1986/87	1987/88	1989/90
Qualification courses (initial training), of which	569	597	848
— High level	228	228	353
— Intermediate level	341	369	495

Source: National Institute for Training in Tourism.

The INFT is currently also using mobile teams of between four and six instructors who give courses in hotels. These aim essentially to provide continuing vocational training and will be referred to under that heading.

• **Agriculture**
A number of courses for those working in agriculture have been provided by the Ministry of Agriculture, Fisheries and Food.

Training requirements are assessed by the Ministry's regional specialists either on the basis of their contacts with farmers, or in the light of development plans for the sector.

The objective of the principal training activities undertaken in recent years has been chiefly to train farmers and agricultural specialists for the Ministry.

A fairly wide variety of courses is provided for farmers. These range from courses for young farmers (400 to 500 hours), courses in farm bookkeeping (360 hours) and courses for agricultural machinery operators, which in some cases cover as many as 3 600 hours. There are also shorter courses for mechanics lasting 30 hours. Courses for farmers operate on a sandwich basis with theoretical instruction at the training centre and practical experience on the farm.

Farmers and farm-workers are trained primarily by a team of ministry specialists distributed among the various regional directorates. In some areas assistance is sometimes obtained either from other specialists from the various departments of the ministry, the staff of teaching institutes and universities, or specialists from private firms.

At the end of 1988 the Ministry of Agriculture had 25 training centres able to cope with 1 620 trainees. It is expected that by the end of 1992 this network will have increased to 44 training centres, four of which will give courses at national level and one, which will specialize in training instructors. The network will also include classrooms to be provided at local authority level to enable training to be carried out locally.

In 1990, 83 courses of over 500 hours were organized and attended by a total of 14 855 students.

• **Industry**
The National Laboratory for Engineering and Industrial Technology (LNETI), under the aegis of the Ministry of Industry runs a number of training and qualification courses for young people holding a higher (university or polytechnic) qualification and for young people who have completed 12 or 9 years of schooling.

Activities include innovative training projects such as the 'young technicians for industry' programme set up in 1985 with three main objectives:

— to provide more senior technical staff for industrial firms, particularly small and medium-sized enterprises;

— to increase the technical capacity of firms by increasing the qualifications of senior staff;

— to improve the job placement of young people with degrees and baccalaureate qualifications through post-educational training of a specialized nature in selected areas of particular interest to industry.

This project involves a number of courses totalling 24 months in length and breaking down as follows:

— one month of theoretical training with the LNETI,

— three months' training with other training bodies, and

— 20 months' practical work experience with the firm by which they will eventually be employed.

In 1990, 403 young people took part in training which covered all areas of engineering and some areas of science (excluding medicine), economics, business organization and management and bookkeeping.

• Other activities

A certain number of courses organized by other ministries and the armed forces may also be considered under the heading of initial training. These courses are very varied and have different entry qualifications.

An appreciable number of firms in the private sector have been developing initial training courses for their own employees. It is estimated that about 30% of training given by firms is initial training.

Information and vocational guidance within the education system

2.2.7

• Ministry of Education

The Ministry of Education's psychology and counselling services were recently created by Decree Law No 190 of 17 May 1991 in order to give the education system the specialized structures necessary for providing psychological support and education and vocational guidance. This activity is basically directed at pupils attending the third cycle of primary school or secondary school.

The aim of the psychology and counselling services is as follows:

(a) to assist pupils in their personal development and in acquiring self-knowledge;

(b) to assist students with the learning process and in forming personal relationships within the school community;

(c) to provide psychological assistance to pupils, teachers, parents and other responsible persons in the context of educational activities in order to ensure scholastic success, genuine equality of opportunity and an adequate response by the education system;

(d) to cooperate with other competent services, particularly the special education services, in identifying pupils with special needs, assessing their situation and considering what action is appropriate;

(e) to assist in parallel with curricular activities and supplementary and other non-scholastic components of education, in identifying pupils' interests and abilities in terms of their general development and age level;

(f) to promote specific activities concerned with educational and vocational information designed to help pupils realize the opportunities open to them in the field of education and training and the career possibilities by strengthening the essential link between school and the world of work;

(g) to provide psychological and vocational counselling in order to help pupils choose and plan their careers;

(h) to cooperate in education experiments and teacher-training courses and to carry out and encourage research in the areas in which they specialize.

Each service has its own team and operates in the schools or other teaching establishments and district in which it is based.

• Ministry of Employment and Social Security

Regional employment centres which provide vocational information and counselling services form part of the Institute of Employment and Vocational Training (IEFP), which comes under the Ministry of Employment and Social Security.

These regional services can rely on a central structure that provides the resources necessary for their information and vocational counselling work, which is directed both to young people and adults. The vocational counsellors base their work on the principle of freedom of choice of a job or career, the object being to enable young people or adults to develop their abilities and to gain a better knowledge of themselves and their environment so that they can steer their own vocational course and establish their own personal identities.

At present most of the work of the employment centre counsellors is concerned with young people still within the education system and young people wishing for guidance, seeking training within a firm, first-time job-seekers, adults wishing to change their job but undecided in which direction to aim, and people looking for training and assistance in finding a job in the public or private sector, or participation in local development schemes designed to promote awareness of the range of jobs available.

Recent new ventures in this area include:

(i) a new counselling model for candidates for vocational training based on the concept of counselling as a process which starts at the employment centre and continues at the training centre and which involves close cooperation by a number of specialists working as a team;

(ii) development of sources of information — considered an important element of counselling — specifically through computerization and videos.

The number of people attending vocational guidance sessions of the Institute of Employment and Vocational Training services in 1988, 1989 and 1990 was 25 000, 31 700 and 34 000 respectively.

2.3. Continuing training

Adult education

2.3.1

At a time when the adult population is being asked to become more socially aware and when changes resulting from scientific and technological development constantly require people to revise their attitudes and update their knowledge and skills, a rethinking and expansion of adult education in Portugal is particularly relevant.

Publication of Decree Law No 74 of 9 February 1991 made possible the creation of a general organizational and developmental framework both for resumed education and education in a non-school context as provided for by the Basic Law on the education system.

• Resumed adult education

The joint regulation of resumed adult education and education outside the formal system is designed to safeguard the link between the two types while giving formal recognition to a variety of different forms of organized education but also to differing situations and social experience.

Resumed education provides a second opportunity for those who at the time failed to take advantage of formal education or abandoned it at an early stage. It is a special type of school education which is given priority due to the educational level of the adult population in Portugal and the demands of society today.

The purpose of resumed education is to permit students to obtain the same qualifications as under the formal school system, the difference being the flexibility and variety of forms of organization and the absence of temporal or spatial continuity. This type of education is different because of the age group for which it is designed and the wide variety of experience, problems, needs and interests of those concerned.

Currently the main objective of resumed education is to eliminate illiteracy in the first cycle and to continue to give a basic grounding or to develop elementary vocational skills in the second and third cycles. Resumed education courses are open to students over the age of 15.

• Education in a non-school context

Non-school education, which similarly targets adults, comprises a number of formal or informal educational activities outside the education system. Its aim, like that of resumed education, is to help students acquire and develop attitudes, values, skills and knowledge which contribute to their personal development as adults and enable them to better perform their various roles in society.

Non-school education differs from resumed education in terms of programme and programme content and in not being designed to lead to an academic qualification.

The objectives of non-school education are:

(a) to promote the further acquisition and updating of knowledge and skills to replace or complement school education;

(b) to combat illiteracy and lack of functional skills;

(c) to encourage a creative and constructive use of free time.

The adult education subsystem is coordinated by the Ministry of Education through the Directorate-General for Education Extension (DGEE).

• Adult educational vocational training preparation
Linking up with courses already referred to, the DGEE has been developing an adult education programme which includes general training components (first or second cycles of resumed education) and practical technical training. Its purpose is to raise the educational level of those people who did not complete their primary schooling and at the same time to work to improve vocational qualifications (level I). This programme was launched in 1989 and is intended exclusively for persons aged between 15 and 45 who are preferably unemployed or in precarious employment. The type of training depends on the situation as diagnosed at regional and local level. The average length of courses is 600 hours with between 150 and 250 hours taken up with practical technical training.

In recent years numbers attending the various types of adult education courses have been increasing:

Number of students attending adult education courses

	1985	1989	1990
Resumed education			
First basic education cycle (combating illiteracy)	19 107	17 185	19 344
Second basic education cycle	3 205	13 362	18 163
Non-school education			
Sociovocational courses	—	2 518	2 966
Socioeducational courses	11 662	7 017	7 903
Adult education/vocational training programme (Prodep)	—	10 000*	9 976

* Estimated.

Source: Directorate-General for Education Extension.

Continuing vocational training

2.3.2

Ministry of Employment and Social Security/Institute of Employment and Vocational Training (IEFP)

The Institute of Employment and Vocational Training, which comes under the Ministry of Employment and Social Security, organizes a large number of vocational training activities designed to enhance the skills of young people and adults and lead to qualifications.

The IEFP is currently responsible for a substantial training organization comprising centres which it manages directly and others which it manages jointly with other bodies that provide a large number of training courses primarily for specialized areas in industry, although other sectors, such as the services sector, are also covered.

- **Directly managed centres**

The IEFP currently has a network of 18 vocational training centres under its direct management in different parts of the country.

Their prime objective is worker qualification, although they also undertake different kinds of continuing vocational training activities, notably further training and retraining courses aimed to help the workforce adapt to local, regional and national requirements and involving different training systems and different target groups.

The numbers of trainees successfully completing a course in recent years, broken down by type of training course is as follows:

Number of successful trainees in directly managed training centres

	1989	1990*
Qualification	2 493	1 725
Further training	811	1 571
Retraining	92	63
Total	**3 402**	**3 359**

*First, second and third quarters of 1990.

Source: IEFP — Quarterly vocational training statistics.

Most of the trainees attending courses at these centres tend to be males (57% in 1990), although the percentage of women trainees has increased appreciably in recent years (37% in 1987 rising to 43% in 1990).

The courses run by these centres vary considerably in length from short courses of less than 50 hours, which in 1990 accounted for 28% of the total, to long courses of 1 000 hours or more which accounted for 27% of total trainees.

- **Jointly managed centres**

These centres came into being as the result of agreements between the IEFP and bodies representing certain regions or sectors of activity, generally trade union or employers' associations.

The IEFP's involvement in these centres is mainly through technical and teaching support and financial and managerial assistance. In 1990 there were 26 such centres in operation covering various sectors of activity such as foundries, woodworking, clothing, footwear, car repairs, public building work, electronics and computing.

The number of trainees successfully completing vocational training courses in these centres in the first three quarters of 1990 was in the region of 8 600, reflecting a much greater training capacity than in the case of directly managed centres.

A breakdown according to type of training shows that further training courses predominate, accounting for 61% of the total in the first three quarters of 1990:

Number of successful trainees in jointly managed training centres

	1989	%	1990*	%
Qualification	5 424	41.3	2 521	29.4
Further training	5 005	38.2	5 230	61.0
Retraining	1 340	10.2	325	3.8
Other	1 347	10.3	506	5.8
Total	**13 116**	**100.0**	**8 582**	**100.0**

*Refers to the first, second and third quarters of 1990.

Source: IEFP — Quarterly vocational training statistics.

A large proportion of the training courses run by these centres are of short duration. About 31% involve less than 100 hours whereas only 5.8% involve more than 1 000 hours of training.

• **Vocational training for the disabled**
The IEFP runs a number of rehabilitation courses for which it has its own infrastructures.

The main purpose of such courses is to provide disabled people with the skills permitting them to engage in a given occupation, or the knowledge and ability needed to obtain a vocational qualification enabling them to obtain and keep a job and make progress in their careers. Courses are similarly designed to help people with functional disabilities to adapt to work by making use of their job experience.

Technical and financial assistance has also been given to private organizations concerned with rehabilitation, in order to devise vocational training methods suitable for the preliminary training of young people over 12 years of age.

At present some 70 rehabilitation centres run programmes jointly with the IEFP.

The number of disabled persons taking part in various types of training courses in recent years has been as follows:

Number of disabled persons involved in training activities

	1988	1989	1990
Preliminary courses	1 605	1 627	1 700
Vocational training	1 181	1 980	3 504
Sheltered employment	43	319	620

Source: MISEP — Second basic information report.

Integrated job creation/training programmes

The IEFP has been running a range of job creation/training programmes targeted at different groups within the population. The most important of these are described below.

• **Introduction of young people to working life**
This programme, launched in 1989, aims to provide young people aged between 18 and 25 and seeking their first job, with training designed to help them adapt better to their working environment, while at the same time providing employers with better trained workers. The nine-month programme includes a period of technical and practical training with a firm. The young people receive a monthly allowance equivalent to the national minimum wage.

The number of people attending such courses was 8 700 in 1989 and 12 800 in 1990.

- **Executive training and employment (FIQ)**

The primary objective of this programme is to provide practical training for young people leaving the school system on completion of secondary education, technical vocational training or higher level courses, in order to help them find a job.

The programme varies in duration between 9 and 12 months depending on the starting educational level, and comprises a period of theoretical training and a period of practical training with a firm. Trainees are given a training scholarship as well as other assistance. Firms willing to take female trainees for jobs traditionally a male province, or those who accept disabled persons do not have to contribute to the training scholarship.

Firms which take on trainees on an indefinite basis after they have completed their period of training, and thus create jobs, benefit from a grant equal to 12 times the national minimum monthly wage. In 1989, 377 people took part in this scheme and 1 021 in 1990.

- **Employment incentives in the field of cultural heritage conservation (CPC)**

The primary aim of this programme is to give the long-term unemployed aged 25 or over access to employment through vocational training enabling them to either find a stable job or create their own employment.

This programme, which was launched in 1987, covered 1 160 people in 1989 and 999 in 1990.

- **Vocational training and the employment of women**

The purpose of these programmes is to give vocational training to women who are out of work in order to help them find work in areas which are traditionally male-dominated, in new types of jobs and at managerial level.

The main target groups here are young women of up to 24 years of age and women who have been unemployed for a long time. Some 111 women took part in these programmes in 1989 and 624 in 1990.

- **Aid to the craft industries**

This programme is designed to aid the creation and preservation of jobs in the craft industries and to provide apprenticeship training. Of the 148 projects approved in 1990, 48.4% were in the textile and clothing industry, 14.8% in ceramics and 13.1% in the woodworking industry. The number of people participating in this programme was 153 in 1989 and 405 in 1990.

Health

The National School for Public Health runs short courses from time to time on various subjects. These include updating courses on hospital planning, courses on pollution, and intensive courses on public health for municipal engineers and technicians.

Also worth mentioning in this connection are a number of one, or two-week retraining courses run by the National Health Institute on an irregular basis for health engineers and technicians. These fall under the heading of continuing training.

Schools of nursing also provide nursing courses following on from basic training in subjects connected with the teaching of nursing, the administration of nursing services and teaching and administration for specialist nurses.

In 1989, 163 nurses completed these courses.

Tourism

A number of continuing training courses are run by the tourism sector, among them:

— further training courses organized through the hotel and tourism training schools and mobile training units in various aspects of tourism such as hotel reception work, catering, and supplies management;

— further training courses in languages provided by the hotel and tourism training schools aimed at increasing the language proficiency of those working in the industry;

— specialist courses held between, or after working hours for employees in various fields such as travel agency management, management of small and medium-sized hotels, the promotion of tourism and marketing and publicity.

Some 2 000 people employed in the hotel and catering industry took part in the various courses during the 1990/91 academic year.

Agriculture

Much of the vocational training activity directed to farmers and agricultural workers comes under the regional directorates for agriculture of the Ministry of Agriculture, Fisheries and Food (MAPA). Continuing training courses run by the ministry's vocational training centres include:

— single-subject or specialist courses for young people and adults in different fields of agriculture;

— retraining and further training courses for instructors and counsellors;

— seminars, meetings and conferences for farmers and agricultural technicians.

Each regional directorate for agriculture has a mobile training unit available to it for such activities equipped with the appropriate teaching aids. About 25% of single subject and specialist courses take place in vocational training centres and 75% in mobile units.

Some 7 000 farmers and agricultural workers took part in continuing vocational training courses run by the Ministry of Agriculture in 1990.

Industry

A variety of activities falling under the heading of continuing vocational training — further training, upgrading and retraining — for supervisory and executive staff in industry are run by the technical training centre of the National Laboratory for Engineering and Industrial Technology, which comes under the Ministry of Industry.

Most of the training courses are concerned with management and technology and are organized at the initiative of the training centre itself or at the request of outside bodies.

In 1990, 24 courses were run covering 3 475 teaching hours and attended by 807 trainees. The number of firms involved was 95.

Other bodies

We would stress that the vocational training activities described do not exhaust the facilities offered by the public sector, although they are the most relevant in terms of training for other organizations. However, because of its specific nature and its scientific importance mention should be made of the training activities of the National Laboratory for Civil Engineering (LNEC), which comes under the Ministry of Public Works, Transport and Communications and whose courses are devoted either to the internal training of that organization's own technical and scientific staff or to training technical staff employed in firms or the self-employed.

Also worth mentioning is the vocational training provided by the departments of the armed forces, as well as the training given to civil servants through the personnel management and organization departments of each of the ministries or through specialist central departments such as the Directorate-General for Public Administration (Secretariat of State for the Budget), the Centre of Studies and Independent Training (CEFA), of the Ministry of Planning and Administration and the National Institute for Administration (Presidency of the Council of Ministers).

There are, in addition, a number of public and private bodies which provide training at various levels and for various sectors of activity, the courses being designed to meet the needs of their particular clients, whether individuals or firms.

Finally, mention should be made of the training activity within firms, which generally involves further training or upgrading. These courses are most often run by larger firms.

According to figures for 1989, about 12% of firms in the country organize vocational training courses covering about 220 000 people, 80% of whom were aged 25 or over. Particular attention is given to training by firms in the field of transport and communications (21% of whom provided training), banks, insurance companies and other services (23%) and the electricity, gas and water industries (25%). In the manufacturing sector the industries placing greatest stress on vocational training were the beverage industries, the chemical industry and the metalworking industry.

Training of teachers and training instructors

2.3.3

Teachers within the educational system

The teaching staff in nursery, primary and secondary schools are given training in accordance with the general principles laid down in the Basic Law on the education system:

(a) initial higher-level training providing teachers at all levels with a basis of information, methodology and scientific and educational techniques, and also the personal and social training appropriate to their task;

(b) continuing training to complement and update initial training in the sense of providing permanent education;

(c) flexible training to permit the upgrading and mobility of teachers at all levels within the education system, and particularly to provide the necessary complement to vocational training;

(d) integrated training in educational science that combines theory with practice;

(e) training based on methods similar to those the teacher uses in practice;

(f) training which encourages a critical attitude and willingness to act when confronted with social reality;

(g) training which encourages and stimulates innovation and research, particularly in the field of education;

(h) participatory training which fosters continuous self-analysis and self-instruction.

Counselling and teaching at preschool level is carried out by nursery school teachers, while teaching at all levels and cycles is carried out by teachers holding a qualification certifying to their specific level of vocational training.

The teachers mentioned in the foregoing paragraph obtain their vocational training by attending courses catering specifically for the curricular needs at their particular teaching level. These courses are held at colleges of education and universities which have training units available for the purpose.

The following table shows the numbers of those attending initial teacher training in the academic years 1983/84, 1985/86 and 1987/88.

Number of those obtaining certificates of qualification in teacher training courses in 1983/84, 1985/86 and 1987/88

	1983/84	1985/86	1987/88
Degree holders	297	553	755
Baccalaureate holders	—	32	75
Total	**297**	**585**	**830**

Under the Basic Law on the education system all teachers have the right to continuing training, which must be sufficiently diversified to ensure that they are able to add to, deepen and update their professional knowledge and skills, and also to remain mobile and make progress in their careers.

Continuing training is provided mainly by the various initial training centres, in close cooperation with the schools in which the teachers work.

Since the 1980/81 academic year the Ministry of Education has provided training for primary and secondary school teachers through courses organized at an initial stage of continuing training in a large number of teaching establishments. The Open University has been heavily involved since 1989/90.

Since it was formed, the Open University has dedicated a substantial proportion of its organizational, material and human resources to teacher training. During the academic years 1989/90 and 1990/91 the main focus was on professional training for teachers in order to provide them with an educational qualification by means of a formal distance-learning course lasting one year, subject to their passing a final examination at which they were required to be physically present, and with results that could be accumulated as credits. In the two years referred to some 7 000 primary and secondary school teachers acquired qualifications under this scheme.

Other instructors

Public service departments with responsibility in the field of vocational training have trainers belonging to the service and trainers employed for specific tasks. In the case of the former, training schedules exist to ensure their initial qualification and further training, which vary from one sector to another.

Some public and private sector training organizations have their own team of trainers but nonetheless frequently employ external trainers.

The IEFP has been devoting considerable effort to improving the number and quality of training courses in this area through a special operational programme.

Since many of the specialists involved in training have not themselves been trained for this purpose, a large number of trainers are in need of continuing training both at technical or training method level, the IEFP has developed a wide range of training courses for instructors.

EDUCATIONAL AND VOCATIONAL TRAINING SYSTEM

Generally speaking, training given covers management methods, programming, preparation of more complex teaching materials and training activity proper. However, training for teaching staff in the stricter sense also includes specific technical subjects such as computing and engineering.

Principal subjects dealt with in the standard training courses for instructors are:

— social training

— training management

— training planning

— interactive training

— training technology.

Some 2 000 instructors took part in IEFP training programmes in 1989 and it is expected that around 9 000 will attend courses each year during the 1990–93 period. It should be stressed that these training instructors are not full-time trainers.

CEDEFOP

2.4. Training in the autonomous regions of the Azores and Madeira

The vocational training policies pursued in the autonomous regions of the Azores and Madeira are those of their regional governments.

(a) Azores

In the case of the Azores most of the vocational training activity is carried out through a vocational training centre on the island of São Miguel. Training objectives are the qualification, upgrading, further training and retraining of workers in the region. This centre currently runs courses in 20 subjects in the civil engineering, public works, metalworking, hotel, computer, agriculture and fisheries and food sectors. The centre is able to cope with 280 trainees a year and the average attendance rate is 99%.

In addition, the Azores has a training and job creation programme whose purpose is to find work for young people aged between 16 and 25 who are first-time job-seekers. It involves giving incentives to firms willing to provide suitable vocational training.

In all 481 young people benefited from this programme in 1989 and 500 in 1990.

(b) Madeira

Training in Madeira is provided by the vocational training centre at Funchal, which comes under the Regional Secretariat for Education, Youth and Employment. The main purpose of this centre is to prepare qualified workers and to give further vocational training to workers in line with the requirements of the local job market. Training courses vary in length between 4 and 11 months with the minimum entry qualifications varying between the first cycle of primary school and the 11th school year, depending on the nature of the course.

The centre is able to cope with 890 trainees a year. The 17 qualification courses run in 1989 were attended by 240 trainees and the 22 further training courses, by 340 trainees.

In addition to this centre Madeira has a vocational training centre for the disabled whose aim is to assist the whole process of the disabled's transition from school to adulthood and working life in order to enable them to become fully integrated socially and in terms of work, as far as their own abilities and the labour-market permit. Training courses last for a maximum of three years and have a variety of requirements in terms of entry qualifications. The centre is able to cope with 80 trainees a year.

When discussing the training and employment programmes run in this region it is important to mention the training and job placement programmes for the unemployed. The purpose of such programmes is to better prepare young people and the long-term adult unemployed for work by means of theoretical and practical training and a period of practical work with a firm, while also helping firms to find workers with the skills they require. Those taking part in the programme are given training lasting seven to nine months. In 1990 120 people took part in this programme.

(c) Tourism

In the tourism sector the Azores has a training unit and Madeira a hotel and tourism training school which run courses identical to those given on the mainland. The National Institute of Tourism Training provides technical support and assistance with training at these centres.

REGULATION AND FINANCING

3.1. Regulation and responsibility

In Portugal the training system has developed along two separate lines:

(a) training in the broader sense — education plus vocational training — was for many years mainly the responsibility of the State, since private industry did not possess a tradition of vocational training while the social partners were not involved to any great degree in its design and implementation;

(b) the various government reorganizations still left the tendency to entrust formal education to the Ministry of Education and vocational training to the ministries responsible for specific areas.

In recent years there has been a marked trend towards greater involvement of the social partners in the various government bodies responsible for vocational training policy in an advisory for even executive capacity.

Principal laws and organizations concerned with vocational training

3.1.1

Here mention must be made of references to the subject in the Portuguese Constitution, and also the Basic Law on the educational system (Law No 46 of 14 October 1986) which, while recognizing the specific nature of vocational training, considers it a particular aspect of formal school education. Law No 31 of 9 July 1987 regulates the composition, competence and mode of operation of the **National Council for Education,** which includes representatives of the social partners and acts as an advisory body, issuing opinions and recommendations on educational matters such as vocational training.

On the other hand, although the State is the sole competent legislative body, the social partners are currently recognized as possessing specific competence to intervene at the level of drafting when this falls within the government's province (subject-matter such as the bases for the educational system are reserved exclusively for the Assembly). That this is so is made clear by Decree Law No 74 of 2 March 1984, which created the **Standing Committee for Social Concertation,** a body whose aim it was to encourage dialogue and concertation between the government and the social partners. A demonstration of this competence was given a short time ago when in October 1990 the government and the employers' associations in the fields of agriculture and commerce and the general workers union (UGT), thus three of the five bodies represented on the Council, signed a wide-ranging economic and social accord which provided for the subsequent signing of a specific agreement on vocational training. On 30 July 1991 the Standing Committee unanimously approved, with the government, the employers' associations for agriculture, industry and commerce and the two union confederations UGT and CGTP voting in favour, an agreement on vocational training policy to which specific reference will be made in this report.

The last revision of the Constitution resulted in the creation of the **Economic and Social Council** which was the subject of specific legislation (Law No 108 of 17 August 1991 and Decree Law No 90 of 21 May 1992.)

The Economic and Social Council provided for in Article 95 of the Constitution is the body responsible for ensuring consultation and concertation in matters of economic and social policy and is involved in devising economic and social development plans.

C9

The creation of the Economic and Social Council necessitated the dissolution of the National Council for the Plan, the Council for Income and Prices and the Standing Committee for Social Concertation.

Apart from meetings of the full Council, which has 58 members, including representatives of the government, the social partners, economists, local authorities, the autonomous regions and other bodies, the Economic and Social Council has a Standing Committee for Social Concertation which has 18 members — six government representatives, six representatives of the main union confederations (UGT and CGTP) and six representatives of the employers' confederations for agriculture, commerce and industry.

Among other things the Economic and Social Council is responsible for giving its opinion on preliminary drafts for major programmes and economic and social development plans, and also on the relevant implementation reports, for giving an opinion on economic and social policy and on the positions adopted by Portugal on such matters in the various bodies of the European Commission. It is also responsible for promoting social dialogue and agreement.

It is worth pointing out that Law No 108/91 gives the Economic and Social Council a right of initiative in its area of competence. The Council began its regular work in the last quarter of 1992.

Another institution concerned with vocational training is the **Interministerial Commission on Employment,** which was created in 1980 and which includes all the ministries and regional governments. This commission has the function of coordinating vocational training, especially that provided by the various public service departments.

Finally, mention should be made of the Instituto do Emprego e Formação Profissional — IEFP[1] **(Institute of Employment and Vocational Training),** which is, as its name indicates, responsible for implementing policies of employment and vocational training as formulated and approved by the government.

The social partners are involved in the management of the IEFP at both central and regional level and in the activities it promotes. Vocational training programmes, run by other ministries or promoted by them for the benefit of workers in their sectors involve the Institute of Employment and Vocational Training as the managing body for a substantial number of operational programmes.

At government level it is important to mention that the ministries most active in the field of vocational training are those of health, tourism, agriculture, defence, industry, the sea and fisheries. However, organizations representing workers and employers are not formally involved in the decisions taken by these ministries.

The Portuguese system as it is today reflects a tendency for the social partners to share responsibility for vocational training.

[1] Created by Decree Law No 519/79. Its current statute was approved by Decree Law No 247/85.

REGULATION AND FINANCING

Initial training

3.1.2
The State is responsible for defining and administering the education system as a whole through the Ministry of Education, although the legitimate right of private initiative and choice is respected, so that private bodies and the social partners play an active part.

In addition to the National Council for Education already referred to, mention should be made of the Gabinete para o Ensino Technológico, Artístico e Profisional — GETAP[1] **(Office for Technical, Arts and Vocational Training),** which since 1988 has been responsible for the reorganization of technical vocational instruction, the development of arts teaching and the creation of a network of vocational training schools. GETAP has a National Advisory Committee on which other ministries and the social partners are represented together with the parents' association and the association of municipalities and regional advisory councils and where representation of the social partners is also provided for. The Advisory Council is responsible for advising on GETAP policy and making recommendations for the development of technical, arts and vocational teaching at national and regional level. It is also responsible for vetting the annual activity plans and reports.

Some of the vocational schools that have come into being since 1989 were set up and are administered by the social partners.

Even at the level of initial training, the social partners are now involved in steering and monitoring training activity within the apprenticeship scheme. Their involvement takes place through the **National Apprenticeship Committee** which comes under the Institute of Employment and Vocational Training (IEFP) and includes representatives from the various ministries and the trade union and employers' confederations.

Continuing training

3.1.3
It is within the IEFP framework that most progress has been made in establishing the greater role to be played by the social partners both in organization and at actual training level.

As far as organization is concerned, the first level at which this involvement makes itself felt is in two central bodies. The social partners represent half the 16 members on the Administrative Board of the IEFP — two representatives of the Industrial Employers' Confederation (CIP), two of the General Workers' Union (UGT), two of the Portuguese Workers' Confederation (CGTP) and one representative each of the employers' associations for agriculture and commerce. The remaining eight members are the five members of the executive committee appointed by the government after consulting the social partners, two representatives of the Ministry of Planning and Administration and one of the Ministry of Education.

In addition, two of the five members of the Institute's Board of Auditors are chosen by the social partners.

[1] GETAP was created by Decree Law No 397 of 8 November 1988.

Since the Administrative Board is the institute's principal body the social partners are able directly to influence planning, preparation, definition and assessment of employment and vocational training policy.

The second level of involvement is that of the Institute's Regional Advisory Council which also includes representatives of the social partners.

Moreover, in recent years there has been an increase in the number of the institute's jointly managed training centres in which the social partners and the institute cooperate. However, so far there is no provision for the simultaneous involvement of the employers' and trade union associations; the majority are administered jointly by associations of employers and the institute.

On the other hand, legislation is at present under discussion which would sanction the existence of advisory councils for the IEFP's directly managed vocational training centres.

Since the IEFP is the body responsible for the organization of the vocational training courses it provides and also for promoting and monitoring the courses run by other bodies, the importance of the involvement of the social partners in its management is by no means negligible.

The Community support framework and the ESF — Structure and responsibilities of national bodies

3.1.4

Following the 1988 reform of the European Community's Structural Funds in 1988, in October 1989 Portugal received approval for its Community support framework for the period 1990 to 1993. This framework comprises 21 operational programmes relating to employment and vocational training, 13 of them jointly funded by the European Social Fund and the remainder by the ESF in conjunction with the ERDF.

In Portugal the department of the Ministry of Employment and Social Security (MESS) responsible for matters connected with the European Social Fund, DAFSE is the body responsible for liaising with the European Communities and the bodies responsible for technical management of the various operational programmes. It is, therefore, the manager at national level for the whole system of Community funding (ESF), its central task being to monitor and audit the bodies benefiting from ESF assistance or those involved in accessing such support.

Of the 21 operational programmes currently under way in Portugal, 14 are technically administered by the IEFP, one (Prodep) is administered by the Planning Studies Office of the Ministry of Education, another (PEDIP) by the Technical Training Centre of the National Laboratory for Engineering and Industrial Technology (LNETI), a body responsible to the Ministry of Industry and Energy, and the remainder are either regional (Madeira and the Azores) or have been set up in response to shortages of training in the field of science.

Portugal, like other Member States, has a single organizational structure for its relations with the European Commission, DAFSE. Several departments are responsible for the technical management of operational programmes approved by Brussels.

Changes resulting from the 1991 agreement on vocational training policy

3.1.5

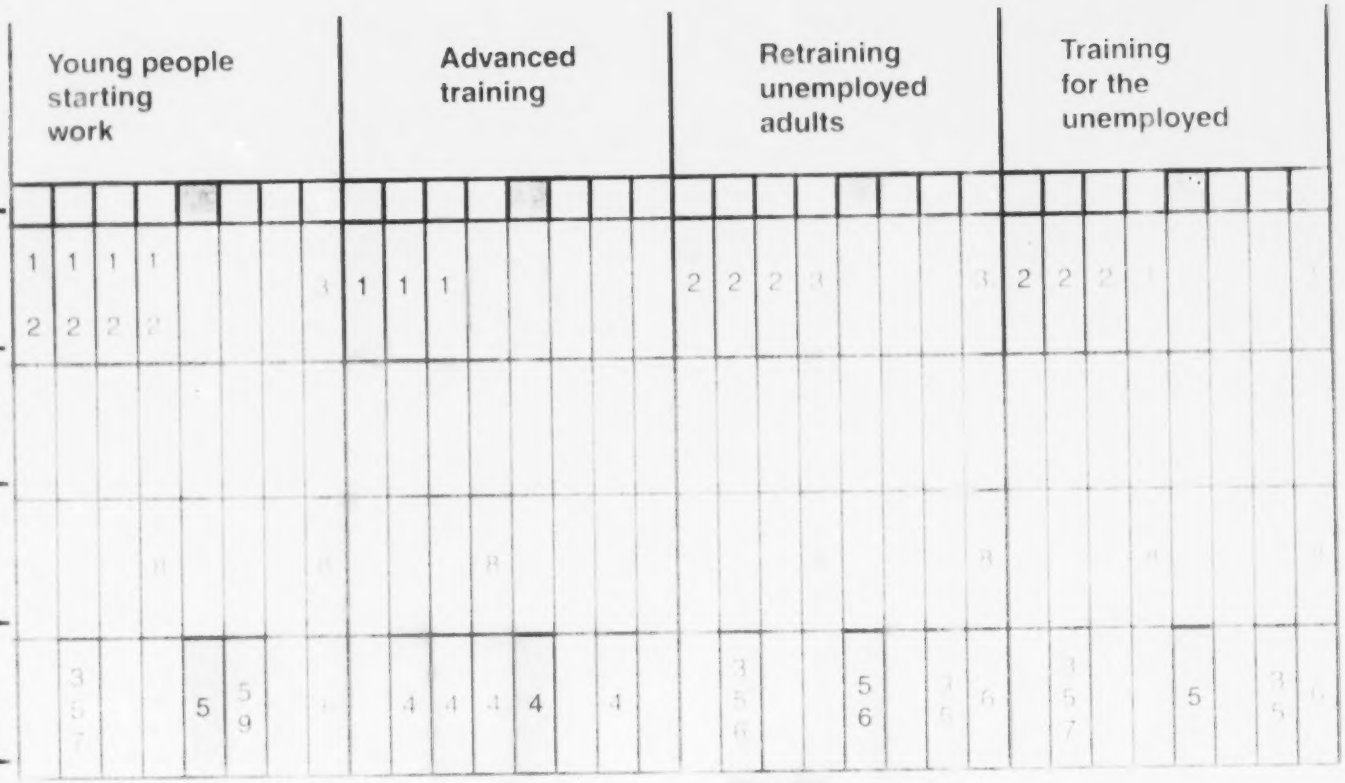
The agreement between the government and the social partners reached by the Standing Committee for Social Concertation in July 1991 provides for a number of important advances regarding the role of the social partners in the field of vocational training. This agreement includes draft legislation relating to vocational training, and in particular a draft law that would constitute the legal framework for vocational training. Another draft law deals with vocational training at the place of work.

In addition, the government has undertaken to legislate on various matters (certification of qualifications, pre-apprenticeship and vocational information) and there has been an agreement to step up joint activity by the government and the social partners within the Standing Committee on Social Concertation and the Management Board and Regional Advisory Committees of the IEFP.

Finally the government plans to cooperate with the social partners in encouraging a social dialogue on vocational training and taking it into account in collective bargaining.

To summarize, this document points clearly to the social partners playing a greater role in everything to do with vocational training.

Responsible authorities (Portugal)



1. Ministry of Education
2. Ministry of Employment and Social Security
3. Institute of Employment and Vocational Training (IEFP)
4. Universities and polytechnics
5. Public and private-sector organizations
6. Firms
7. Social partners (employers' and union associations)
8. Employment centres/schools (vocational information and guidance services)
9. Vocational training schools and apprenticeship scheme

- Regulating
- Deciding content
- Assesment and certification
- Vocational information and guidance

Availability:

- Education system or training centre
- Sandwich scheme and day off for training
- Self-study
- Only on-the-job

3.2. Financing

The marked expansion of vocational training activity in Portugal in recent years cannot be divorced from the substantial increase in funds allocated for this purpose.

Since 1986, when it became a member of the European Communities, Portugal has had access to Community funds, particularly the European Social Fund (ESF).

Since the amounts obtained by Portugal from the ESF increased steadily during the period 1986 to 1989, the social security budget, as the national source of funds in this area, has also been obliged to increase its appropriations, with the logical result that amounts earmarked for vocational training have risen substantially in recent years.

A second change took place during this period. This was the creation of a single social tax approved by Decree Law No 140-D of 24 April 1986, which did away with the unemployment fund and the specific contribution to it by firms and employees.

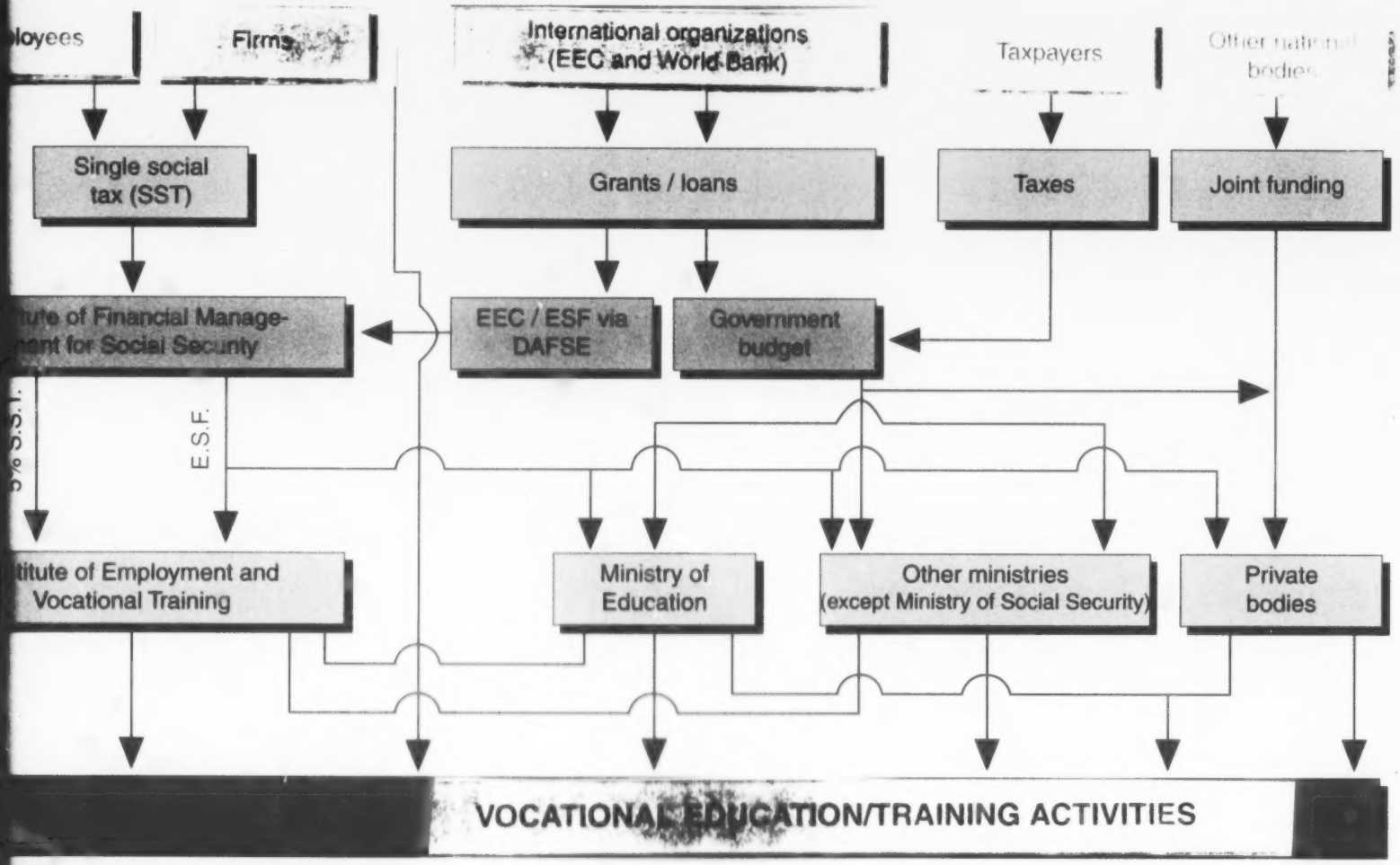
These two changes had a profound effect on the financing of education and particularly of vocational training. We shall make more detailed reference to this below.

Sources of finance

3.2.1

The principal sources of finance for education and vocational training are the government budget in the case of education and the social security budget, and the European Social Fund in the case of training. However, it is important to stress that firms and other private-sector bodies also make their contribution. The following table shows the various sources of vocational training funds.

w chart showing funding of vocational training



A — Government budget

The government budget continues to be the main instrument of fiscal policy. It covers a calendar year and is approved by the Assembly. Implementation of the budget is supervised by the Assembly and the Court of auditors.

The budget provides funding for the formal education system, and also for expenditure connected with the vocational training of the staff of the various ministries (the Ministry of National Defence has the highest outgoings in this field). At the same time, it also has to bear the government's share of the costs of vocational training provided by the different ministries.

B — Social security budget

The single social tax to which we have already referred is the main source of income for this budget, which is administered by the Institute of Financial Management for Social Security (IGFSS) which comes under the Ministry of Employment and Social Security.

Every month, firms contribute 24.5% and employees 11% of gross pay to the social security system as required by Article 19 of Decree Law No 140/D of 24 April 1986, at least 5% of the monthly contributions being channelled to the budget of the Institute of Employment and Vocational Training.

Amounts transferred from the IGFSS to the IEFP are shown in the following table.

Transfers from IGFSS to IEFP (in billion ESC)

Year (1)	Total IGFSS contributions (2)	Amounts transferred to IEFP (3)	IEFP income (4)	% (5)=(3)/(4)
1986	323.6	9.4	25.2	37.3
1987	400.0	17.0	35.2	48.5
1988	474.5	23.7	50.1	47.3
1989	566.5	28.3	56.7	50.0
1990	693.0	34.7	68.6	50.1

Note: ECU 1 = ESC 194 (September 1994).

Source: IEFP.

The transfers from the social security system represent about half the IEFP's income. Vocational training programmes have in recent years accounted for around 55% of the IEFP's total spending.

From this it may be estimated that the value of total monthly contributions by employers and employees invested by the IEFP in vocational training is in the region of 1%.

In addition, in recent years the social security budget has had to provide Portugal's contribution to match the assistance provided by the European Social Fund.

Amounts involved between 1986 and 1989 (in million ESC)

1986	1987	1988	1989
9 563.2	14 305.6	26 635.1	29 547.4

C — European Social Fund
Portugal's access to assistance from the European Social Fund has been growing in importance since 1986, as have the amounts involved.

Grants made to Portugal between 1986 and 1989 (in million ESC)

1986	1987	1988	1989
31.8	56.4	56.1	60.9

Source: Department for European Social Fund Affairs (DAFSE).

When the Community's Structural Funds were restructured, and when Regulation (EEC) No 2052 of 24 July 1988 was issued, Portugal prepared and submitted to the European Community authorities, a regional development programme which after some months of negotiation was approved by the European Commission through a Community support framework for the period 1989-93.

The Community contribution through the European Social Fund amounts to ESC 352.7 billion for the period referred to and approximately ESC 294 billion excluding 1989.

The reform of the Structural Funds resulted in substantial formal and substantive modifications to Portuguese legislation.

D — Firms and other bodies
It is still difficult to obtain precise figures concerning the degree of financial involvement of firms and other bodies in vocational training.

Private sector involvement in operational programmes concerned with vocational training varies between zero and 20%.

The CEDEFOP report on the financing of continuing training in Portugal in 1988[1] contains figures obtained by a survey of firms with more than 200, between 50 and 199, and between 10 and 49 employees. This survey covered 4 000 firms with about 850 000 employees; the response rate was 26.7%.

[1] Soeiro de Sousa, 'Financing continuing vocational training in Portugal', CEDEFOP, 1990.

The results of the survey showed that:

(a) only a small number of firms financed training activities from their own resources, namely 2% of small firms, 4% of medium-sized firms and 3% of larger firms;

(b) small and large firms bore about 20% of the total cost of training themselves; this figure decreased to around 5% in the case of medium-sized enterprises.

The model adopted in Portugal for funding vocational training is mainly designed to make optimum use of government and Community funds, with the result that to date firms have not felt the need to generate their own specific resources for vocational training.

Income derived from goods produced during training courses or enrolment fees is still insignificant as a source of finance for training activities. Other sources of revenue include income generated by exploiting leisure areas, which constitutes part of the funding for the National Institute for Tourism Training.

Financing education and vocational training

3.2.2

A — Principal areas of ESF intervention in Portugal
It is worth dealing in more detail with the impact of ESF funding. Two separate periods will be looked at in this connection:

• **1986/89**
The regulation in force for the European Social Fund, which gives clear priority to young people as recipients of training, means that amounts approved for such training activities in Portugal accounted for the following share of the total figure:

1986	1987	1988	1989
74.3%	79.2%	76.2%	74.9%

In terms of the number of trainees the percentages were:

1986	1987	1988	1989
73.5%	75.9%	74.3%	70.7%

The percentage number of vocational training courses aimed at workers in small and medium-sized enterprises (point 3.1 of the ESF management guidelines) and industrial firms in the process of restructuring (point 4.3) accounted for the following percentage shares of approved Community funding:

1986	1987	1988	1989
23.90%	15.15%	17.16%	11.40%

The only information available on actual organizers of training courses was for the years 1988 and 1989.

This shows that in 1988 private bodies absorbed more than half the approved funding (58.4%), whereas in the following year 57.2% of grants were channelled towards public-sector bodies. It is also interesting to note that in the two years in question the amounts granted to private bodies were spread fairly equitably between profit-making and non-profit-making bodies. On the other hand, in the case of public-sector bodies the number of non-profit-making bodies outstripped that of profit-making bodies.

The final point that should be made is the tendency for the IEFP to figure increasingly in the use of ESF funds in Portugal. In 1986 the IEFP was responsible for administering 12.5% of the total funds used. By 1987 the figure had risen to 17.0% and by 1988 to 26.2%.

- **The situation resulting from approval of the new Community support framework for 1990-93**

The Community support framework for the Portuguese regional development plan as approved by the European Commission provides, as far as the ESF is concerned, for a contribution of about 65% of total investment. This may amount to some ESC 294 billion for the 1990/1993 period to help finance employment and training projects whose total cost is estimated at ESC 445 billion.

The table which follows illustrates the involvement of the European Social Fund during this period:

ESF contributions in million ESC (1990/93)*

	Total cost		Funding	
	Amount	**%**	**National (public and private)**	**ESF**
OBJECTIVE 1				
• Science programme	13.38		4.68	8.70
• PEDIP 2 programme	22.21		7.77	14.40
• IDOs: Setúbal and Ave valley	13.11		4.59	8.52
• Regional operational programme	18.18			
• Ministry of Education (Prodep)	47.36	10.4	16.58	30.78
• Active VT (OP1 + OP4)	144.77	31.9	50.66	94.11
• Structural improvements (OP2)	37.19	8.2	13.03	24.16
• Apprenticeship (OP3)	47.36	10.4	16.58	30.78
TOTAL OBJECTIVE 1	**343.56**	**75.6**	**120.24**	**223.32**
OBJECTIVE 3				
• Vocational training (OP5)	15.96		5.59	10.73
• Employment (OP6)	10.18		5.44	4.74
• Employment/training (OP7, 8, 9)	8.61		2.15	6.46
TOTAL OBJECTIVE 3	**34.75**	**7.6**	**13.18**	**21.57**
OBJECTIVE 4				
• Vocational training (OP10)	41.76		14.62	27.15
• Employment (OP11)	18.09		9.35	8.74
• Employment/training (OP12, 13, 14)	13.84		3.46	10.37
TOTAL OBJECTIVE 4	**73.69**	**16.2**	**27.43**	**42.26**
TECHNICAL ASSISTANCE	**2.61**	**0.6**		**2.61**
GRAND TOTAL	**454.61**	**100.0**	**160.84**	**293.77**
	100%		35%	65%

* ECU 1 equals approximately ESC 174 (1993).

Source: Community support framework, Ministry of Planning and Territorial Administration.

From the constant items in this table it emerges firstly that almost 76% of the amounts involved are concentrated on Objective 1 and 16.2% are used for improving job placement of young people. The figures also show that marked priority was given to training active members of the workforce (with two operational programmes — OP1 and OP4 — which account for 32% of the amount provided for) and apprenticeship (10.4% of the total figure — OP3).

One particular operational programme — Prodep — was used to provide aid with formal education and was administered by the Ministry of Education.

The Department for ESF Affairs acts as national manager for the whole system of operational programmes, liaising with the European Commission and with the managers of the various operational programmes and the training bodies as well as with the Institute of Financial Management for Social Security (IGFSS) to ensure payment of contributions.

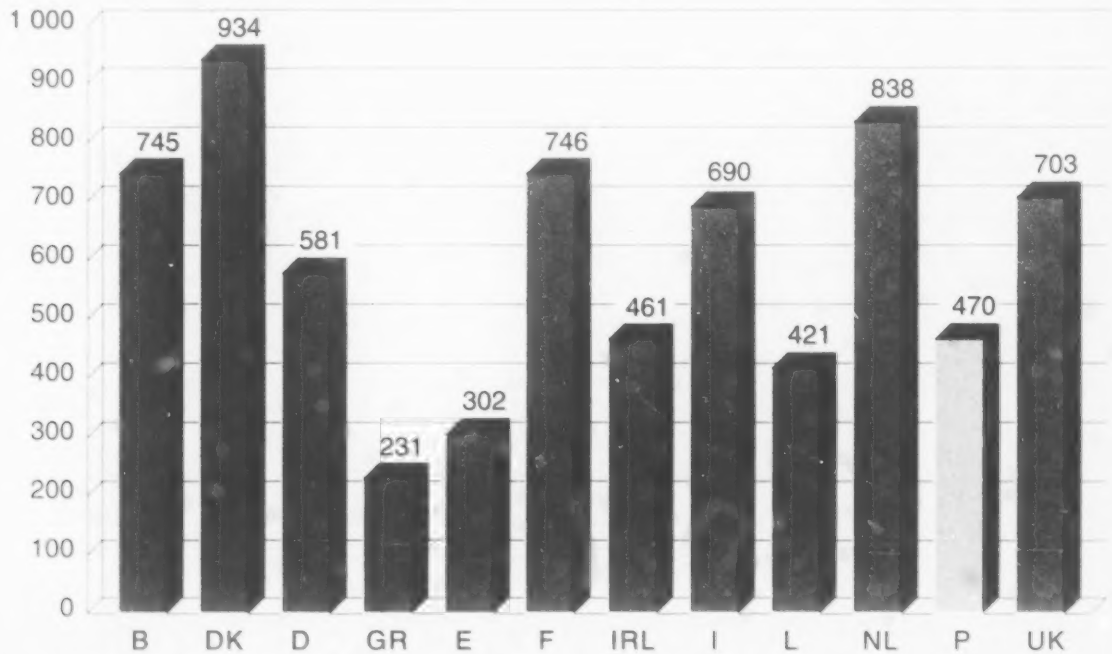
The IGFSS acts as treasurer for DAFSE and is responsible for transferring approved contributions to the bank accounts indicated by the training bodies in accordance with payment authorizations issued by DAFSE.

B — Funding the educational system

The costs of operating the educational system are covered by the Ministry of Education's share of the government budget as regards both current expenditure and capital expenditure, and in part by private educational institutions. Municipal councils contribute to the funding of education through their budgets, since they are responsible for providing funds for operational expenses and the construction of primary schools.

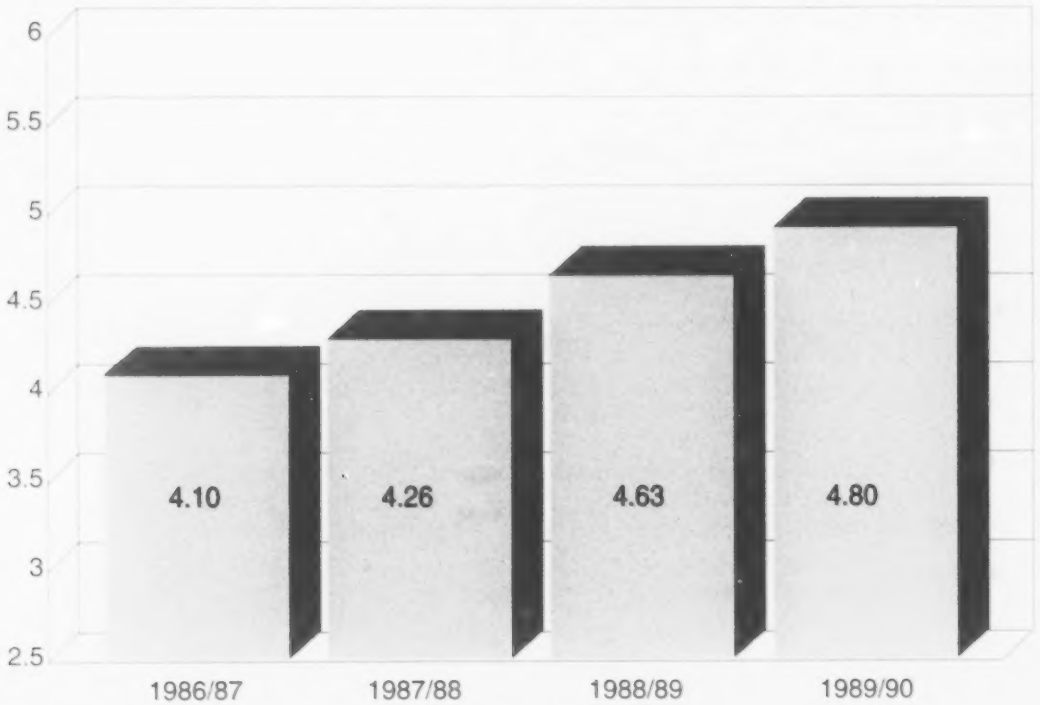
The tables below compare the amounts spent on education by the public authorities of the various Community countries and trends in the amount of spending on education expressed as a percentage of GDP.

Public expenditure per capita on education in 1985 (in purchasing power standard — PPS)



Source: Eurostat — *A social portrait of Europe*, 1991.

Public expenditure on education in Portugal (% of GDP)



Source: OECD — *Education in OECD countries*; 1986/87; *OECD in figures*, 1991 and 1992 editions.

During the period 1 January 1990 to 31 December 1993 the education system is again being financed by a special Community programme for the development of education in Portugal — Prodep, the total Community contribution being ECU 572 million with ECU 395 million provided by the ERDF and ECU 177 million by the ESF.

This programme comprises the following sub-programmes:

(i) construction and equipping of new classrooms;

(ii) vocational education;

(iii) adult education;

(iv) higher education;

(v) technical assistance and support for implementing Prodep.

The summary of funding for the programme is shown in the following table.

Statement of annual cost and financing (1990-1993)
Operational programme: Prodep — CSF — Portugal

(Figures in 1 000 ECU, 1989 prices)

YEAR	TOTAL COST	PUBLIC EXPENDITURE										PRIVATE-SECTOR FINANCE	LOANS FROM ECSC, ETC.
		TOTAL	COMMUNITY SHARE					PORTUGAL'S SHARE					
			TOTAL	ERDF	ESF	EAGGF	OTHER	TOTAL	CENTRAL GOVERN-MENT	LOCAL GOVERN-MENT	OTHER		
	1=2+12	2=3+8	3=4 to 7	4	5	6	7	8=9 to 11	9	10	11	12	13
1990	124.641	124.541	70.551	42.985	27.566	—	—	51.090	45.316	8.774	—	—	—
1991	246.601	246.601	144.149	99.423	44.726	—	—	102.452	88.897	13.555	—	—	—
1992	317.122	317.122	186.618	134.307	52.311	—	—	130.504	114.149	16.355	—	—	—
1993	261.511	261.511	170.682	118.285	52.397	—	—	90.829	84.253	6.576	—	—	—
TOTAL	949.875	949.875	572.000	395.000	177.000	—	—	377.875	332.615	45.260	—	—	—

The EC transfers funds to the Portuguese treasury according to an agreed schedule and in response to requests from the responsible Portuguese authorities.

Since there are no data making it possible to confirm the amounts paid by private teaching institutions we have shown only the trend of expenditure in millions of escudos and at current prices as it appears for the Ministry of Education in the budget. These figures are broken down by level of education and the figures for investment under the Ministry of Education plan are shown for the same years. Since it was not possible to relate the expenditure made under the plan to the different levels of education it was decided to show these figures as a total.

Expenditure on different levels of education under the general budget in 1991 (million ESC)

Year	Primary education*	Preparatory education	Secondary education	Intermediate education	Higher education
1991	100 189.1	93 414.3	115 459.0	—	60 121.6

* Staff expenses only.

Source: Financial Management Office of the Ministry of Education.

Total expenditure, including investment by the Ministry of Education under the plan for the period 1980-91 (Piddac) (million ESC)

Year	1980	1990	1991
Total	2 853.1	31 855.0	48 540.0

Source: Financial Management Office of the Ministry of Education.

Vocational training schools (million ESC)

Government budget	1990	1991	% increase
Operational budget	1 000.0	1 387.0	38.7
Planned investment	265.0	1 390.0	424.5
Total	**1 265.0**	**2 777.0**	**119.5**

C — Role of the Institute of Employment and Vocational Training in funding

The IEFP now has an important role as the body managing two thirds of the operational programmes concerning employment and vocational training in Portugal (14 programmes out of a total of 21). The following is a list of operational programmes.

Objective 1

1. Vocational training of employed workers
1.1 Basic training for unskilled employed workers
1.2 Vocational training of skilled workers
1.3 Vocational training for executives and supervisors
2. Development of support for employment and training structures
3. Sandwich-type apprenticeships for young people
4. Advanced training in new information technology

Objective 3

5. Vocational training for the adult long-term unemployed
6. Job-creation scheme for the adult long-term unemployed
7. Job-creation scheme for disabled adults
8. Training and job creation for adult women
9. Training and job creation for adult emigrants

Objective 4

10. Vocational training for long-term unemployed young people
11. Job-creation scheme for long-term unemployed young people
12. Training and job creation for disabled young people
13. Training and job creation for young women
14. Training and job creation for young emigrants

Between 1987 and 1991 the IEFP spent ESC 10 316.3 billion on constructing and equipping nine new directly managed vocational training centres and re-equipping existing centres.

During the same five-year period the amount spent on authorized centres (of which there are 27) reached ESC 11 769.7 million.

Growing numbers in the apprenticeship system coupled with the broadening of the scope of training resulted in the following increase in spending between 1987 and 1991:

Amounts spent on the apprenticeship system (in ESC million)

1987	1988	1989	1990*	1991**
1 381.2	2 511.2	4 459.0	6 376.4	8 922.2

* Provisional figure. ** Estimate.

4.1. Main trends in the education/training system

In recent years the Portuguese education and training system has witnessed some encouraging developments that have enabled some of the serious obstacles identified in 1985 (see previous CEDEFOP monograph) to be overcome or minimized. Despite this change there are still some aspects inhibiting the development of the education and training system. Principal among these are:

- insufficient liaison between the education and training system and employers and economic activity, despite the fact that a liaison framework has been set up and efforts are being made in each area to ensure that courses and other activities are more systematically structured on the basis of a more coherent legal framework for each sector;
- a shortage of funds to cover the management and operational requirements for the education system. Although funds — made available by the Community — are available under the investment budget, there is still a serious lack of money to cover current expenditure, which considerably hampers the system's operation;
- the excessive bureaucracy in government departments and opposition to deconcentration and decentralization of responsibilities and powers;
- insufficient effective involvement of the social partners in defining, monitoring and assessing employment and education/training policies, even though recent years have seen considerable progress made in the creation of formal and institutional means for such involvement. We refer particularly to the inadequate technical capacity of the various parties involved in collective bargaining;
- slow progress with research and investigation in the field of training, particularly as regards definition of priority sectors, training methodology, new job profiles, assessment, etc;
- insufficient development of the training function within the corporate environment, particularly as regards the provision of continuing training;
- the absence of structures or procedures for liaison with small and medium-sized enterprises to encourage and evolve specific types of training.

4.2. Perspectives

The principal advocates of progress in Portugal are convinced that nowadays quality is the vital strategic factor for improving competitiveness.

As far as the population of Portugal is concerned, the data obtained and trends observed point to a substantial increase in seasonal emigration particularly on the part of younger people.

Despite the substantial economic growth recorded in recent years and referred to above, it is expected that over the next few years Portugal will be faced with a number of difficulties in adapting to the new realities of the single market, particularly as regards the lack of competitiveness of certain traditional Portuguese exports on foreign markets.

In recent years, and particularly since it joined the European Economic Community, Portugal has had access to funds which have enabled it substantially to expand its training system and at the same time embark on a vast range of training programmes and activities in diverse sectors and types of vocational activity. However, it should be pointed out that training does not appear to be the factor for change contributing most decisively to modernization of the corporate sector and to changes in the qualitative structure of workforces designed to improve competitiveness, particularly of products destined for export. Certain areas of the services sector and some branches of industry have been substantially restructured and modernized, often as a result of foreign investment or agreements between Portuguese firms and foreign groups.

Training activity, which is already a market of appreciable size, will have to go on expanding, bearing in mind, on the one hand, the training needs that already exist and, on the other, the substantial financial resources which have been made available to Portugal by the Community and which in view of the prospects outlined by the Delors II package could increase even further during the 1993–97 period.

In the education and training sector the next few years will see the general adoption of nine years' compulsory schooling while the number of those attending secondary school (10th to 12th year) is likely to rise sharply. This trend will probably go hand in hand with the development and consolidation of a vocational education system and of technological and practical components within the education system.

The rise in numbers attending higher education courses, which will result from the trends described in the previous section and from policies aiming substantially to increase the number of qualified senior staff issuing from the universities and the polytechnics, is expected to be reflected not only in the expansion of sectors that already exist, notably at polytechnic level, but also in new areas of training linked to the emergence of new production technologies and the need for new skills and abilities to assist economic development. However, the expansion seen in recent years is largely due to the emergence of a vast network of private institutions of higher education whose relevance and quality would not appear to be sufficiently safeguarded by an effective system of assessment and accreditation. This is a phenomenon which may bring problems for young people holding certificates of qualification and seeking jobs, either because they do not possess the training needed to work in industry or because they have not reached the level of skills required by the sector concerned to enable them to compete on the job market.

The generalized expansion of the education system from the ninth year of schooling onwards will go hand in hand with greater efforts to avoid examination failures and the abandoning of school after the first years of primary school. This will mean greater pressure on the system in terms of capacity.

Portugal, which has lived through a period of great social stability free from industrial conflict — with the exception of a few public transport strikes — may in the near future come up against difficulties resulting from reorganization and restructuring in both the public and the private sectors. Indeed, the increase in companies' competitiveness brought about by their adoption of new technologies and processes involving substantial cuts in workforce numbers, and the smoother running of the State machine which will also mean a lessened manpower requirement, may ultimately lead to serious social conflict. In the present situation the rate of unemployment is no more than 4.5% of the working population, a figure well below the Community average, but with the modernization of the production system and the reorganization of the public services sector it is quite possible that this figure will rise nearer to those of our Community partners.

It is also expected that vocational information and guidance services will be developed in order to enable people to make a more informed choice of training routes and job opportunities.

In the case of apprenticeship it is felt that in the near future the curricula used for training will have to shed a substantial portion of their academic content.

In parallel with the system's expansion, priority will have to be given to continuing training to enhance workers' skills and enable them to adjust more easily to the changes taking place at job level. To this end, training should be increasingly regarded as a strategic investment on the part of firms, particularly large and medium-sized enterprises.

Another important aspect which should be mentioned concerns the possible strengthening of links between training and the world of work, particularly by encouraging sandwich-type and other forms of training such as modular training and training in credit units. An increase in distance vocational training is also likely in the next few years.

In the nearer future a particularly important role will be played by the social partners in designing vocational training policy and measures, and also their means of implementation and assessment. It is felt that this development could contribute substantially to establishing and upgrading the system's mode of operation and also to an improved social dialogue.

The signing of an economic and social agreement between the government and the majority of the social partners in 1990, and a subsequent agreement dealing specifically with vocational training signed recently between the government and all the social partners shows that progress is being made.

Efforts must be made and appropriate procedures adopted to ensure that collective agreements begin to take more account of vocational training.

In order to improve the quality of the system, more effective mechanisms for monitoring and assessment must be devised — among them a far more efficient statistical information system which is necessary to bring training facilities more into line with demand.

Successful observance of Community guidelines to the effect that young people should spend at least a year obtaining vocational qualifications before starting a job will certainly call for a considerable increase in training resources and the full support of public and private-sector bodies.

It is possible that a situation may be created in which a significant portion of the population with no access to any means of training will fall even further behind those who, through access to training, acquire new abilities and skills. This will make for even more marked skill differentials.

Also forseeable is an extension of training programmes for the more disadvantaged groups, such as workers affected by industrial restructuring who have difficulty finding another job.

The State has an important role to play because it is able to adopt a forward-looking, long-term view of training and encourage decentralization of training activity while at the same time ensuring central regulation of the training system and the drawing up of specific job profiles.

Finally, since most firms in Portugal are small or medium-sized and for this reason cannot maintain their own training and facilities, we could well see the emergence either of training activities run jointly by several firms or even regional or sectoral training centres for training supervisory staff and other workers for firms of this size. The success of this idea will largely depend on firms' enthusiasm for working together.

ANNEXES

Annex 1

Abbreviations

CAP	Confederação dos Agricultores Portugueses Portuguese Farmers' Confederation
CCP	Confederação do Comércio Português Portuguese Trade Confederation
CEFA	Centros de Estudos e Formação Autárquica independent study and training centres
CES	Conselho Económico e Social Economic and Social Council
CGTP	Confederação Geral dos Trabalhadores Portugueses Portuguese Workers' Confederation
CIP	Confederação da Indústria Portuguesa Confederation of Portuguese Industry
CNA	Comissão Nacional de Aprendizagem National Apprenticeship Commission
CPC	Conservação do Património Cultural Organization for the Preservation of Cultural Assets
CPCS	Conselho Permanente da Concertação Social Standing Committee for Social Concertation
DAFSE	Departamento para os Assuntos do Fundo Social Europeu Department for ESF Affairs
DESE	Diploma de Estudos Superiores Especializados Certificate of Higher Specialist Studies
DGEE	Direcção Geral da Extensão Educativa Directorate-General for Educational Extension
EEC	Comunidade Económica Europeia European Economic Community
EMS	Sistema Monetário Europeu European Monetary System
EMU	União Económica e Monetária Economic and monetary union
ERDF	Fundo para o Desenvolvimento Regional European Regional Development Fund
FIQ	Formação e Integração de Quadros training and integration of supervisors/executives

GDP	Produto Interno Bruto gross domestic product
GEP	Gabinete de Estudos e Planeamento do Ministério da Educação Ministry of Education Planning Office
GETAP	Gabinete do Ensino Tecnológico, Artístico e Profissional Office for Technical Arts and Vocational Education
IDO	Operação Integrada de Desenvolvimento integrated development operation
IEFP	Instituto do Emprego e Formação Profissional Institute of Employment and Vocational Training
IGFSS	Instituto de Gestão Financeira da Segurança Social Institute of Financial Management for Social Security
IJOVIP	Programa de Inserção de Jovens na Vida Profissional programme for the introduction of young people to working life
INE	Instituto Nacional de Estatística National Statistical Institute
INFT	Instituto Nacional de Formação Turística National Institute for Tourism Training
LNEC	Laboratório Nacional de Engenharia Civil National Laboratory for Civil Engineering
LNETI	Laboratório Nacional de Engenharia e Tecnologia Industrial National Laboratory for Engineering and Industrial Technology
MAPA	Ministério da Agricultura, Pescas e Alimentação Ministry of Agriculture, Fisheries and Food
MESS	Ministério do Emprego e Segurança Social Ministry of Employment and Social Security
MISEP	Sistemas de Informação sobre as Políticas de Emprego das Comunidades Mutual information systems on employment policy
MPAT	Ministério do Planeamento e da Administração do Território Ministry of Planning and Territorial Administration
OP	Programa Operacional operational programme
PEDIP	Programa Específico para o Desenvolvimento da Indústria Portuguesa Specific programme for the development of Portuguese industry

Piddac	Programa de Investimento e Desenvolvimento da Administração Central Central administration investment and development programme
Prodep	Programa Operacional para o Desenvolvimento da Educação em Portugal operational programme for the development of education in Portugal
RDP	regional development plan
SEES	Secretaria de Estado do Ensino Superior Secretariat of State for Higher Education
UGT	União Geral dos Trabalhadores General Workers' Union

Annex 2

Principal institutions involved in vocational training

Comissão Interministerial para o Emprego — CIME
Av. da República, 62, 8.°
P-1000 LISBON
Tel. (351) 1 796 93 61
Fax (351) 1 797 52 69

Comissão Nacional de Aprendizagem — CNA
Av. José Malhoa, 11, 11.°
P-1000 LISBON
Tel. (351) 1 727 25 36
Fax (351) 1 726 57 55

Confederação Geral dos Trabalhadores Portugueses — CGTP
Rua Vitor Cordon, 1-3.°
P-1200 LISBON
Tel. (351) 1 347 21 81
Fax (351) 1 247 21 89

Confederação dos Agricultores de Portugal — CAP
Calçada Ribeiro dos Santos, 19 — R/C.
P-1200 LISBON
Tel. (351) 1 397 40 63/397 51 71/397 51 72
Fax (351) 1 397 73 09

Confederação do Comércio Português — CCP
Rua dos Correeiros, 79
P-1100 LISBON
Tel. (351) 1 347 743 0/1
Fax (351) 1 347 76 38

Confederação da Indústria Portuguesa — CIP
Av. 5 de Outubro, 35-1.°
P-1100 LISBON
Tel. (351) 1 547 457
Fax (351) 1 545 094

Conselho Coordenador do Ensino Superior Politécnico
Campo Mártires da Pátria, 2-2.°
P-1100 LISBON
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Conselho Económico e Social — CES
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Fax (351) 1 793 21 17

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Conselho Nacional de Educação — CNE
Rua Florbela Espanca
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Tel. (351) 1 793 52 45
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Conselho Permanente de Concertação Social — CPCS
Av. Elias Garcia, 12-1.°
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Fax (351) 1 793 21 17

Conselho de Reitores da Universidade Portuguesa
Campo Mártires da Pátria, 2.°
P-1100 LISBON
Tel. (351) 1 54 75 45
Fax (351) 1 52 96 25

Departamento dos Assuntos do Fundo Social Europeu — DAFSE
Av. Almirante Reis, 72-3.°
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Fax (351) 1 820 063

Direcção Regional de Educação
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Fax (351) 2 510 31 51

LISBON: Praça de Alvalade, 11.°
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Fax (351) 1 849 99 13

CENTRE: Rua Antero de Quental, 125
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Fax (351) 39 206 03

SOUTH: Rua Alcárcova de Baixo
P-ÉVORA
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Fax (351) 66 203 45

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Gabinete do Ensino Technológico, Artístico e Profissional — GETAP
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Tel. (351) 2 69 43 63/7
Fax (351) 2 69 43 39

CEDEFOP

Instituto do Emprego e Formação Profissional — IEFP
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Tel. (351) 1 727 25 36
Fax (351) 1 726 57 55

Instituto Nacional de Administração — INA
Palácio do Marquês de Oeiras
P-OEIRAS
Tel. (351) 1 443 21 79
Fax (351) 1 443 27 50

Instituto Nacional de Formação Turística — INFT
Av. Eng. Arantes de Oliveira, 7-1.°
P-1900 LISBON
Tel. (351) 1 849 68 42
Fax (351) 1 849 88 79

Laboratório Nacional de Engenharia e Tecnologia Industrial — LNETI
Azinhaga dos Lameiros,
Estrada do Paço do Lumiar
P-1600 LISBON
Tel. (351) 1 716 51 41
Fax (351) 1 716 09 01

Ministério da Agricultura e Pescas
Praça do Comércio
P-1100 LISBON
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Fax (351) 1 347 22 91

Ministério da Saúde
Av. João Crisóstomo, 9
P-1000 LISBON
Tel. (351) 1 54 45 60
Fax (351) 1 52 28 61

União Geral dos Trabalhadores — UGT
Av. Buenos Aires, 11
P-1200 LISBON
Tel. (351) 1 397 65 03/5
Fax (351) 1 397 46 12

Departamento de Estudos e Planeamento do MESS — DEP
Av. Defensores de Chaves, 95-4.°
P-1000 LISBON
Tel. (351) 1 793 33 01
Fax (351) 1 795 40 10

Direcção-Geral do Emprego e Formação Profissional — DGEF
Av. da República, 62-8.°
P-1000 LISBON
Tel. (351) 1 796 93 61
Fax (351) 1 797 52 69

Direcção-Geral do Ensino Básico e Secundário — DGEBS
Av. 24 de Julho, 138
P-1300 LISBON
Tel. (351) 1 397 70 71
Fax (351) 1 397 80 82

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MPAT
Portugal 92 — Um Projecto Nacional
Grandes Opções do Plano. Linhas de Actuação para 1991

Annex 4

Glossary

The following brief list of terms and the explanation of their use in this report was prepared by the author. It does not claim to be a work of scientific terminology. We would draw attention to the activities of CEDEFOP in the field of vocational training terminology. Anyone interested in this work should contact CEDEFOP.

Adult education (Educaçâo de adultos)
An educational project which contributes towards ensuring equal education and employment opportunities for those aged over 14 who did not attend or complete formal schooling.

Apprentice (Aprendiz)
This term traditionally applied to a young person who began his working life under a master. The word now has two meanings: the subject of an apprenticeship contract and a vocational category used in collective bargaining.

Apprenticeship (Aprendizagem)
The initial training of young people aged between 14 and 24 who have completed their compulsory schooling, the purpose being to develop skills and acquire the knowledge necessary to carry out a specific job.

Continuing education or training (Educação ou formação contínua)
All types and forms of education or training directed to those who left the formal education system at any level and have entered employment and/or are assuming adult responsibilities.

Continuing vocational training (Formação profissional contínua)
A term covering all organized and institutionalized training following on from initial vocational training and designed to enable trainees to adapt to technological change, to encourage the personal advancement and enable them to contribute towards cultural, economic and social development.

Fixed-term contract (Contrato a prazo/Contrato a termo)
An employment contract drawn up for a limited period of time or for the purposes of carrying out a specific task.

Formal education (Ensino regular)
Education provided within the educational system created by the Basic Law on the education system (Law No 46 of 14 October 1986).

Integrated development operation (OID-Operação Integrada de Desenvolvimento)
A programme of limited duration and geographical coverage given Community financial assistance.

Operational programmes (PO — Programas Operacionais)
A vast range of activities directed to a single objective in the fields of education, and employment and financed by Community funds.

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Permanent education (Educação permanente)
A system of education which includes all types of education — preschool, school, non-school or any other type of education outside the formal system — constituting a long-term process covering the whole of life.

Pre-vocational training (Formação pré-profissional)
Training designed to familiarize young people with the material, equipment and work standards for a range of jobs in order to enable them to choose a type of job or training course.

Primary education (Ensino básico)
Education to impart basic knowledge essential for life in society and providing a general grounding for all and giving access to subsequent courses of study or to schemes related to working life. Primary education comprises three cycles which are compulsory and together make up a period of nine years.

Resumed education (Ensino recorrente)
A form of education aimed at people who did not have the opportunity to attend a course of formal education at the normal age or who left without completing it. It operates on the principle of alternating study with other activities. Resumed education normally refers to primary and secondary school courses and leads to the same qualifications and certificates as those of the formal school system.

Secondary education (Ensino secundário)
A course providing in-depth knowledge of the basic elements of the humanities, arts, sciences and technology which enables students who so wish to follow a course of study or take a job. Secondary education involves a cycle of three years following on from primary education.

Supervisor / Executive (Quadro)
A highly qualified employee who has normally followed a course of higher education, (baccalaureate or degree) generally entrusted with coordination, management or technical responsibilities.

Technical and vocational education (Ensino técnico-profissional)
Technical and vocational education is provided after the ninth year of schooling and aims to provide intermediate-level vocational qualifications and prepare students in both scientific and technological subjects. This type of education covers three years and leads directly to a certificate of secondary studies which opens the way to higher education, and a higher technical and vocational certificate giving access to the job market.

Training system (Sistema de formação)
A structured system of training including policy and legislation, training institutions, training programmes coordinating and financing mechanisms within national, regional or sectoral limits.

Unemployed in the restricted sense (Desempregados em sentido restrito)
All those members of the population who are unemployed and available for work and are actively seeking employment.

Vocational education (Ensino profissional)
Education designed to prepare people for working life and to develop attitudes, knowledge and specific skills in certain areas of activity. Vocational education takes place within the formal education system, more generally at secondary-school level.

Vocational training (Formação profissional)
A number of activities aimed at imparting knowledge, practical skills, attitudes and types of behaviour required in order to carry out an occupation or group of occupations in any branch of economic activity.

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